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AUTHOR Poliner, Elizabeth A.

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ABSTRACT

The purpose of this study was to develop an operating plan for the implementation and evaluation of an adult education network, AEDNET, and electronic journal, "New Horizons in Adult Education," at Nova Southeastern University (Florida). The following research questions were addressed in this study: (1) What does the literature indicate in regard to electronic networks and journals in adult education? What is an electronic network? What is meant by an electronic journal? What emerging technologies will impact this type of network and journal? What are the current academic networks and journals now in operation? How are they functioning? To what extent are their sponsoring agencies satisfied with their operations?; (2) What are the problems and issues surrounding the assumption, implementation, and expansion of an electronic network and refereed electronic journal?; (3) How should the policy-making advisory process be structured within the program and the university? How should the journal editorial review process function?; (4) How should the network and journal be funded? Are there appropriate sources for grants to continue and expand activities?; (5) How should their benefits and value be promoted within the university and the adult education practitioner and student community?; (6) How should faculty and students be trained? How should the network and journal be staffed?; (7) What information about the network and journal should be disseminated and how?; and (8) How should the network and journal be formally evaluated? Results indicate the importance of several areas of implementation: it is essential that an evaluation plan be developed and implemented, so that improvements and decisions related to the network and journal may be based on the needs and expectations of the participants, and improvement plans are needed for marketing, technology, staff/training/committees, and funding. Data is illustrated in 20 tables. (Contains 102 references.) (MAS)

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DEVELOPMENT OF AN OPERATING PLAN FOR IMPLEMENTATION AND EVALUATION OF AN ADULT EDUCATION NETWORK AND ELECTRONIC JOURNAL AT NOVA SOUTHEASTERN UNIVERSITY

Elizabeth A. Poliner

A Major Applied Research Project presented in partial fulfillment of the requirements for the degree of Doctor of Education

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Abstract of a Major Applied Research Project Presented to Nova Southeastern University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

DEVELOPMENT OF AN OPERATING PLAN FOR IMPLEMENTATION AND EVALUATION OF AN ADULT EDUCATION NETWORK AND ELECTRONIC JOURNAL AT NOVA SOUTHEASTERN UNIVERSITY

by

Elizabeth A. Poliner

August, 1994

The Programs for Higher Education (PHE) of the Fischler Center for the Advancement of Education at Nova Southeastern University obtained the Adult Education Network (AEDNET) and the New Horizons in Adult Education electronic journal from Syracuse University. PHE administrators wanted to be assured that the network and electronic journal were implemented, expanded, improved, and enhanced to meet the needs of the adult education program. The network and journal also had the support of several other programs and centers at Nova Southeastern University. This was the university's first effort to sponsor a

network or refereed electronic journal. Consequently, the problems and issues surrounding the network and the electronic journal deserved serious attention.

This study utilized a development problem-solving methodology. The study also contained elements of descriptive research, evaluation methodologies, and qualitative research.

The following research questions were addressed in this study:

1. What does the literature indicate in regard to electronic networks and journals in adult education? What is an electronic network? What is meant by an electronic journal? What emerging technologies will impact this type of network and electronic journal? What are the current academic networks and journals now in operation? How are they functioning? To what extent are their sponsoring agencies satisfied with their operations?

2. What are the problems and issues surrounding the assumption, implementation, and expansion of an electronic network and a refereed electronic journal?

3. How should the policy-making advisory process be structured in regard to the network and electronic journal within the program and the university? How should the journal editorial review process function?

4. How should the network and the electronic journal be funded? Are there appropriate sources for grants to continue and to expand activities?

5. How should the benefits and value of the network and electronic journal be promoted within the university and within the adult education practitioner and student community?

6. How should faculty and students be trained effectively to function in this network and electronic journal? How should the network and electronic journal be staffed?

7. What information about the network and electronic journal should be disseminated? How should this information be disseminated?

8. How should the network and electronic journal be evaluated formatively?

A report was submitted as an operating plan for the AEDNET and the New Horizons in Adult Education, encompassing what was learned in this study. This plan included recommendations for strategies to be used during the 1994 through 1995 academic year. The plan consisted of the most appropriate evaluation and implementation strategies for the second year of implementation. The areas that were identified through the study results included

evaluation, marketing, technology, staff/training/committees, and funding. The outcomes of the study should prove beneficial to the Programs for Higher Education as well as other doctoral programs within Nova Southeastern University. This study provided these programs with processes that are important to the implementation and improvement of electronic networks and journals in institutions of higher education.

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Chapter 1

INTRODUCTION

Technology offers ways to improve communications. According to Glass (1993),

> The Clinton administration is making an effort to update the technology of the White House, to bring it into the present, as it were. A much talked-about e-mail connection to the White House is a beginning to open new avenues of communication for educators' concerns. With better communication may come more understanding. (p. 21)

Wilson (1992b) points out that "scholars, students, and administrators in growing numbers are joining the ranks of computer enthusiasts to explore a new world of electronic communications" (p. A17). These electronic communications are creating many changes within institutions of higher education.

Nova Southeastern University (NSU) is one of the largest independent institutions of higher education in the state of Florida. According to communications with the NSU Research and Planning office in March of 1994, the university's enrollment is approximately 13,500, 30% undergraduate and 70% graduate. The university's main campus is located in Florida, but many of its programs are offered in field-based delivery formats in sites throughout the nation, as well as internationally.

Nova Southeastern University, formerly Nova University, has been known for its innovative programs and methods from its beginnings in 1964. As indicated in the university's Fact Book (1994), although it began as a graduate institution in the physical and social sciences, the academic focus broadened through the years. In 1972, Nova University offered its first field-based programs in the areas of educational leadership and higher education. The growth of the field-based programs clearly indicated the university's commitment to education that is not timebound or placebound.

In January of 1994, Nova University merged with Southeastern University of the Health Sciences. This merger resulted in the name change to Nova Southeastern University, also known as NSU. The merger enables the university to add colleges of osteopathic medicine, pharmacy, optometry, and allied health.

Most of the activities of NSU are in keeping with the stated mission. According to the university's Strategic Plan for the Nineties 1993 - 1998 (1993), the stated mission is as follows:

> Nova University provides educational programs of distinction from pre-kindergarten through the doctoral level at times and in locations convenient to students, prepares students for

> leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate. (p. 3)

NSU has many academic programs utilizing technology and is continuing to develop new systems for the application of technology to the learning process. The university recognizes the need to provide training in technological skills and to investigate further uses of telecommunications and computer-based education.

The Programs for Higher Education (PHE) of the Fischler Center for the Advancement of Education at NSU offers a doctor of education (EdD) degree to practitioners working in the specializations of adult education, computing and information technology, health care education, higher education, or vocational education. Approximately 33% of the 660 PHE participants are enrolled in the adult education specialization. Due to the field-based delivery system, students are able to remain in their work positions while integrating their studies with their work experiences at their institutions.

Statement of the Problem

The Programs for Higher Education (PHE) has secured the Adult Education Network (AEDNET) and the

New Horizons in Adult Education electronic journal from Syracuse University. PHE administrators want to be assured that the network and electronic journal are implemented, expanded, improved, and enhanced to meet the needs of the adult education program and the wider adult education community. This is the university's first effort to sponsor a network or refereed electronic journal. This network enables a group of machines to transmit information to each other and, using listserv software, provides an automated system for maintaining a discussion list with world-wide subscribers. Consequently, the problems and issues surrounding this project deserved serious attention and research.

Background and Significance

Syracuse University received a grant from the W. K. Kellogg Foundation in 1986 to fund several technology-oriented projects within their adult education program. One of these projects was to begin an adult education network for communications among educators, researchers, graduate students, and others who were interested in the field of adult education. This network, named AEDNET, would enable subscribers to join a list through listserv software. Subscribers could send messages to the list, which was overseen by

a list moderator. The moderator would make certain that the messages being shared were related to adult education. Then these messages were forwarded to all subscribers, so that information could be shared and discussions could follow.

Syracuse University also started an electronic journal, New Horizons in Adult Education. This journal was disseminated through AEDNET to all the subscribers on the list. This electronic journal was refereed, with each manuscript received for publication being sent through a blind review by editorial review board members. The New Horizons in Adult Education has been cited (Langschied, 1992) as the first electronic refereed academic journal.

In 1992, Syracuse University experienced changing priorities, including the discontinuation of its adult education doctoral program. Consequently, Syracuse University issued a request for proposal (RFP) regarding the transfer of AEDNET and the New Horizons in Adult Education. Institutions interested in the network and the journal would have to make a two year minimum commitment.

Administrators of the Programs for Higher Education of the Fischler Center for the Advancement of Education at NSU became interested in writing a

proposal for the transfer of the network and the journal. The author of this study and the associate director of the program, along with the program director and the vice president for computer and information technology, submitted a proposal (Moreton, 1992) to Syracuse University. The NSU proposal was accepted and the transfer occurred in mid-June of 1993.

The network and electronic journal also have the support of other programs and centers at NSU. Several other graduate education programs, as well as the graduate business center and the computer science center, have participated in the network and electronic journal. Many of the university's field-based students and faculty around the country and the world are utilizing electronic communications and have welcomed these additional resources.

NSU uses technologies to enhance its academic programs. Through the years, there has been increased emphasis on the application of technology to the learning process. The university recognizes the need to provide training in technological skills and to investigate further uses of telecommunications and computer-based education.

NSU is able to support a listserv for the network and journal directly in the UNIX environment on the

Internet. The university's academic computing and strategic technologies staff have been able to install listserv software and to provide training for creating discussion lists and files. Bitnet and Internet users may access the system.

The major purpose of this study was to develop an operating plan for the implementation and evaluation of the adult education electronic network and the electronic journal at NSU. This study would enable the university's administrators to assess the benefits of this project and future similar projects, as well as staff and budgetary needs. The study also would provide the university with opportunities for increased international collaborative work within adult education and an alternative means for publication of university sponsored journals.

Research Questions

The following research questions were addressed in this study:

1. What does the literature indicate in regard to electronic networks and journals in adult education? What is an electronic network? What is meant by an electronic journal? What emerging technologies will impact this type of network and electronic journal? What are the current academic networks and journals now

in operation? How are they functioning? To what extent are their sponsoring agencies satisfied with their operations?

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Definition of Terms

AEDNET is an international adult education electronic network.

Electronic journal or e-journal is a journal disseminated through computer networks and read on a computer screen.

Electronic mail or e-mail allows people to write to each other through computer networks.

Electronic network connects a group of machines together so that they may transmit information to each other.

Internet is an international network composed of networks, providing electronic communications among users.

Listserv is a software that provides an automated system for the maintenance of discussion lists.

Moderated listserv is a listserv overseen by a moderator who makes certain that discussion topics remain focused on the group's interest area(s).

New Horizons in Adult Education is a refereed electronic journal. Its content focuses on current research and ideas in adult education. It is sent to subscribers electronically on AEDNET.

UNIX is a computer operating system developed by American Telephone and Telegraph Bell Laboratories.

Assumptions

Assumptions made in this study are as follows:

1. that listserv moderators and electronic journal editors will be truthful when answering queries.

2. that electronic queries and interviews will reflect accurately the institutions participating.

Limitations

Limitations of this study are as follows:

1. The electronic network and electronic journal in this study are related to the present technology. Future changes in technology will impact this type of project.

2. The cost involved in operating the electronic network and the electronic journal may differ at institutions of higher education where the commitment to varied delivery systems and technology investments is minimal.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

The review of the literature provides background information essential to this study. This review is presented in nine areas related to the elements of the research topic. These areas include technology in higher education, influence of the personal computer, background of the Internet, academic collaboration through technology, establishing and expanding networks, network organization, value of electronic journals, problems and issues, and future developments. A glossary is included in Appendix A for clarification of frequently used terms.

Computer Technology in Higher Education

Educational technologies are continuing to expand in their applications to higher education. The literature (Parnell, 1990) indicates that by the year 2000, postsecondary education will incorporate a strong base of technological support for learning.

According to Linda Fleit (1987), "the benefits of automation in an educational environment are very often intangible, abstract, and immeasurable. That doesn't mean they're not there, only that we cannot apply conventional yardsticks to figure out if

the expenditures have been worth it" (p. 6). Fleit further explains that the benefits will come about when other changes are made that allow us to take better advantage of the technology. She suggests that before real benefits are identified, changes need to be made in organizational structure, administrative style, curriculum content and pacing, and the distribution of power and control. However, Fleit believes that "these changes take much longer, especially in the slower pace of higher education" (p. 8).

Didier (1990) points out that "the new information environment will be based on many elements that are not yet in place, but the concepts of integrated planning, close coordination, and active leadership can be implemented today" (p. 41). Didier also addresses the importance of technological selections based on learning and productivity of students and faculty.

According to Doucette (1990), "using computer technology in courses is discouraged by the time required to revamp existing courses to accommodate new instructional approaches" (p. 13). He is concerned that no professional group has yet to suggest that mechanisms should be created to reward university faculty for the integration of computer technology

into their courses. However, Doucette states that since community college instructors are not required to conduct research and to publish, and often are rewarded for innovative teaching, they are able to change instructional approaches and experiment with instructional computer applications.

Anandam (1986) believes that "computer technology offers educators the opportunity to shift their focus from teaching to learning" (p. 67). The author expands on this statement by describing computers as saving time in delivery information, consistent and fair (especially perceived this way by minority group students), and most effective at raising achievement among low and high achieving students. Anandam reports that computers may lead to improved attendance, increased motivation, longer attention span, and positive changes in students' attitudes. Anandam also refers to improved individualized instruction, and the creation of quality educational materials.

Glover (1988) also identifies some benefits of the investments in information technology. He suggests several management benefits. Among them are the use of computer literature searches to monitor trends, forecasts, and innovations; the easier preparations and revisions of university reports and

budget information; on-going comparative data; the use of spreadsheets for monitoring of enrollments and financial trends; the use of enrollment management reports and tracking systems; monitoring salary trends and forecasting salary increases; the use for identifying course offerings, faculty workloads and instructional incomes and expenses; and monitoring fundraising campaigns.

Glover also points out several benefits to the learning environment. These benefits include access to national databases and online computer searches of the literature; new software tools for courseware production; access to hypercard for graphics, pictures, and video displays; and other systems that have multimedia capabilities for linking text, images, and video disk segments. In addition, he points out the benefits of using communications networks for electronic mail, file sharing, and teleconferencing.

In an earlier article on the economics of distance learning, Munshi (1980) states that although nontraditional education has been costly, technologically-based distance education sytems could prove cost effective depending on the numbers of students enrolled and the income generated. Munshi points out that savings will not be great, "but if

these systems can reach out to even a small proportion of participants who would not otherwise have had access to education, they can justify their existence" (p. 57).

Parnell (1990) discusses several benefits of technology on universities. He states that "college professors can now efficiently organize and develop their own tailor-made textbooks for each college course" (p. 230). Parnell further explains that professors soon will be able to distribute their textbooks on compact discs or digital tapes.

Cartwright (1993) points out "the changing ages, needs, and outlooks of students" (p. 68). He stresses the utilization of information technology to support "our search for ways to teach better, to reach more students, and to do so with declining budgets" (p. 68).

Baer (1994) offers suggestions to deans and presidents in higher education on improving education through technology. In addition to encouraging personal familiarity with computers uses and terminology, she emphasizes support for campus networks, promoting the academic computing program internally and externally, and raising funds for technology expenditures. Baer emphasizes the need "for teaching students how to use a tool that almost all

walks of life in the 21st century will demand" (p. 33).

Ehrmann (1994) explains that through technology faculty are "helping students learn to take more responsibility for their own learning" (p. 53). He reports the need to "help our students, faculty, and staff learn to master the new hardware and software" (p. 53).

The literature indicates that educational technologies are impacting higher education. Some of the benefits already have been proven, but for many positive results to occur, it is too soon. It has taken years for institutions of higher education to initiate the purchase of appropriate technological equipment, to hire appropriate technology-oriented staff, to initiate training programs, and to move forward in collaborative efforts. Most of all, it has been difficult for institutions of higher education to select goals and priorities in the use of technology. As more institutional leaders gain familiarity with the technologies and their potential benefits, appropriate applications should be made and benefits will emerge.

Influence of the Personal Computer

Johnston and Packer (1990) point out the increased power of microcomputers. They predict that

"by the year 2000, the nation will be blanketed by a digital telecommunications network that will connect most businesses and many homes with fiber optic links of enormous capacity" (p. 34). They also predict that as more information is stored and transmitted in electronic forms, "print media will begin to lose their historic advantage" (p. 34).

Many people already are able to access information from their home computers. This has occurred due to the decreasing prices of personal computers, modems, printers, and connections to telecommunications systems. It also has occurred due to the emphasis in the workforce on computer skills. The growth of personal computers, along with the increasing numbers of adult students involved in postsecondary higher education, influence the future of distance learning through electronic networks. Remote regions of the nation and the world may be joined by electronic means. Faculty may communicate with individual students or colleagues, as well as with groups of students or colleagues through electronic mail, including listservs, electronic publications and electronic classroom delivery systems.

Several authors report the need for faculty training in computer uses. Hirschbuhl and Faseyitan

(1994) recommend that "training be given to faculty to overcome their fears of using computers for instruction and to increase their technological literacy (p. 65).

According to Deegan, Tillery, and Associates (1985), faculty must be aware of technology developments "particularly in the areas of information processing" (p. 85). They also point out that "it would be paradoxical if colleges prepared students for a technological society and allowed their faculty and staff to remain largely innocent of it" (p. 117).

West (1994b) suggests the need to train teachers and develop new curriculum regarding computer networks. He also suggests the use of partnerships to assist with computer costs.

Background of the Internet

According to Gibbs and Smith (1993), when the Internet started as ARPANET (the Advanced Research Projects Agency Network) in 1969, it was to be used for research related to the United States military. Krol (1992) points out that it was through the efforts of the National Science Foundation (NSF) in the late 1980's that Internet access became available to everyone.

Gibbs and Smith (1993) define the Internet of today as "a web of different, interconnecting networks

funded by commercial and government organizations" (p.8). The Internet is international, providing connections "in over 40 countries" (p. 8).

Descy (1993) defines the Internet as "a network of computer networks" (p. 29). He writes that the Internet is "composed of over five thousand separately run networks located all over the world" (p. 29). Descy estimates that the total number of users on the Internet may be four to five million.

Changes in the use of technology in our educational communities are occurring. Some of these changes are being provided through our government. Legislation related to electronic networks was first introduced in 1988 by Vice President Al Gore (1992), a senator at that time. In 1990, Gore introduced the National High Performance Computing Act of 1990. This bill was intended to improve and expand information resources for researchers, educators, students, and businesspersons. In July of 1992, Gore, along with several other senators, introduced the Information Infrastructure and Technology Act. This bill is designed to improve computing capabilities in industry and education. It will provide for the National Research and Education Network (NREN) or what the Clinton administration

refers to as the "information superhighways" (Bishop, 1990).

. According to Bishop (1991), NREN will expand and enhance the present Internet. Bishop points out that as computer networks improve and users increase, the impact on education becomes greater. Thus, individuals and institutions must review their objectives and roles in regard to computer networks.

Gibbs and Smith (1993) report that NREN will "form the infrastructure for U.S. scientific and industrial research" (p. 20). They predict that by the year 2000, all schools, colleges, and universities will have access to the Internet. They also predict that by the year 2000, multimedia resources will be in use. "Picture and sound will be transferred every day, and nationwide education events (lectures, conferences, and so on) will be mediated by the Internet" (p. 20).

Gilbert (1994) points out the importance of the individual's computer system and service provider to the Internet. He maintains that "characteristics of your electronic mail system strongly influence the ease with which you can exchange messages with others through the Internet" (p. 3).

Smallen (1994) suggests "the use of several software tools -- such as Gopher, Hytelnet, and LIBS --

that make access to information resources as easy as choosing an item on a menu" (p. 11). The author explains that most of these tools are available at no cost through the Internet.

According to Bantz (1994), "the World-Wide Web (or WWW) is an umbrella title for many kinds of information resources and services made available on the Internet from many sources" (p. 14). He explains that "information in the World-Wide Web is contained in (electronic) documents. Documents may contain text, indexes or references, pictures, sounds, animations, or any combination of these ingredients" (p. 14).

Bantz suggests that WWW documents be accessed by using Mosaic or other appropriate software. The author also points out that hypertext links are used within documents to allow access to other documents. Bantz (1994) explains that these other documents may be viewed if "you follow the hypertext link (or 'reference') by using your mouse to point to and click on the link" (p. 14).

Academic Collaboration Through Technology

Most institutions of higher education are accustomed to being autonomous. However, in Dateline 2000: The New Higher Education Agenda, Dale Parnell (1990) projects that by the year 2000, colleges and

universities will increase their collaborative work through technological advancements. Florini and Vertrees (1988) also maintain that electronic communication enables cooperative efforts in research. According to Cohen and Miyake (1985), "international educational networking through electronic message systems can provide a powerful new medium for education" (p. 6). Douglas (1993) points out that we need to utilize technologies properly as we work toward global education networks. She recommends that "technologies must be carefully tailored to address specific goals" (p. 30). Duderstadt (1992) also supports the emphasis on collaborative work through electronic networks.

Baldwin (1986) addresses the need for universities to collaborate with industry in effective technology transfer programs. The author identifies several benefits to the university from this collaboration as including: funding for important research, useful contact with real world problems, access to state-of-the-art facilities and equipment, and identification of licenses for new technologies.

Weiss and Steinke (1986) discuss the benefits of regional cooperative efforts among learning resource centers. These learning resource centers may provide a

wide range of instructional support services, including computer labs, learning labs, telecourse programs, library technical services, media production, audiovisual equipment maintenance and distribution, and institutional archives. Usually, these learning centers are perceived as money consumers, not money makers. However, the authors suggest that through regional cooperative efforts, learning resource centers may result in benefits including cost savings, resource sharing, and coordinated staff development.

Tennant (1992) maintains that communications through the Internet may lead to collaborations among colleagues world-wide. He points out that Internet discussion lists "bring together like-minded individuals who use such forums for discussing common problems, sharing solutions, and arguing issues" (p. 2).

Waugh, Miyake, Levin, and Cohen (1988) conducted a study on the Intercultural Learning Network with students in the United States, Mexico, Japan, and Israel. They concluded from their study that the electronic network "provides unique opportunities for collaboration among diverse groups" (p. 12).

Estrada (1993) points out that the Internet provides the opportunity to join groups where the

subscribers may share ideas with thousands of people. Also, subscribers are able to keep current regarding topics of interest and to respond in a timely manner.

Notess (1993) describes electronic mail distribution as "similar to the postal system. A message is sent from one individual to another or from an individual to many others" (p. 86). Wilson (1992b) points out that the Internet offers low cost communications for scholars, students, and administrators. He explains that it provides opportunities for collaboration among people who "may be a continent away" (p. A17).

Showalter (1994) describes a graduate seminar at the University of Pennsylvania that was taught by Professor James O'Donnell on the Internet. Ten University of Pennsylvania graduate students registered for the course and 390 people participated through the Internet. Benefits of teaching the course on the Internet included increased critical thinking and opportunities for gender-free participation.

Perry (1994) projects that the Internet "will be fully incorporated into our academic work lives, to be used for communicating with colleagues, research, and teaching" (p. 5). She further explains that already "collaboration on papers, projects, research

proposals, and books now is possible with colleagues anywhere, anytime, because of the Internet and electronic mail" (p. 5).

Establishing and Expanding Networks

Florini (1989) discusses the advantages of computer conferencing for adult education. She explains that "computer conferencing can reach learners in their homes, at their work sites, or during their travels" (p. 1). She points out that "its power lies in its ability to support group discussions" (p. 1). She also reports that participants need the following: "(a) access to a microcomputer, a modem, telecommunications software, and a telephone outlet in order to communicate with a mainframe computer housing the conferencing software or, (b) access to a computer terminal connected to this mainframe" (p. 1).

Newman (1990) describes the implementation of local area network (LAN) technology in model schools. The author points out that future use of technology, including computer networks, will improve collaborative efforts among students and impact the social organization of instruction.

Rockman (1992) reports that the library at California Polytechnic State University designed and conducted a 10-week course on the Internet. She

maintains that students can learn to use Internet resources effectively "through a formal course experience, especially when such a course is limited in scope and reinforced by specific, yet open-ended assignments" (p. 324).

According to Perry (1994), there is a listserv "available for nearly every academic discipline and subdiscipline" (p. 6). She defines listservs as "special-interest discussion lists" (p. 6), sponsored by varying groups. The author maintains that "most listservs let users add themselves to the list, take themselves off, and participate in discussions" (p. 6). Perry explains that there are moderated and unmoderated listservs. She describes a moderated listserv as using a moderator to provide "some editing and bunching of like topics" (p. 6), while an unmoderated listserv allows all responses, "even if that means filling your electronic mailbox with information that has little to do with the topic you signed up to discuss" (p. 6).

Network Organization

Cohen and Miyake (1985) write that "the issue of how to organize activities on the network is critical" (p. 20). Carl (1991) points out that "electronically based learning is often met with doubt" (p. 70). He also recommends that universities

need to change and respond more to the needs of their nontraditional and off-campus students, as well as their own mission.

Pierce, Glass, and Byers (1991) report that an indication of "the success of a list is the degree to which it stimulates dialogue" (p. 22). Pierce et al. (1991) describe a listserv that started as unmoderated, but with the growth of membership "came the problem of subscribers who wanted to use the list for all manner of messages" (p. 22). A doctoral student became the moderator, who "reads each submission and either posts it to the list or suggests to the author some other disposition" (p. 22).

Wilson (1991) maintains that electronic journals still are following the format of paper journals. He points out that changes will be made to the electronic journals as more sophisticated programs and more powerful computers are used, so that graphics may be displayed. Wilson also indicates that changes need to be made in the processing of articles for electronic journals. He suggests that readers could provide instant reviews of articles that could become part of the journal.

Perry (1994) reports that "using electronic networks and networked information to enhance teaching

and learning is still a pioneering enterprise" (p. 7). She emphasizes the importance of "collaborative roles in developing and organizing networked information and in setting standards for its storage, maintenance, and retrieval" (p. 8). The author also maintains that with increased individual home use of computer networks, "we must develop on-line resources that can be used with very little training" (p. 8).

Value of Electronic Journals

Kessler (1992) projects that there will be an enormous amount of full text information available online. One of the categories that the author points out is electronic journals and their rapid growth on the networks.

Some universities are beginning to study the benefits of electronic journals for scholarly publication. According to a study conducted by Ehringhaus in 1990, the electronic journal presents some positive aspects in regard to speed, collaborative opportunities, and dissemination. He also points out that "the electronic journal can provide a means for disseminating research and facilitating dialogue among colleagues" (p. 2). However, Bailey (1991) reports that when he investigated electronic journal publishing with the

possibility of developing an electronic journal at the University of Houston, he determined that "excluding databases that were derived from print journals, there appeared to be little actual electronic journal publishing activity" (p. 29).

Keyhani (1993) finds that the benefits of electronic journals include immediate and convenient access, full-text searching, and predictable pricing. Also, the electronic journal may be published as a set of articles or articles may be published as they are ready. McMillan (1992) maintains that the benefits of electronic journals include quick delivery and reduced or no charges. Rush (1993) also points out that electronic publishing will reduce costs and improve delivery to any location at any time.

Other authors, including Brandt (1992) and Calabrese (1992), agree that electronic journals will provide easier and more affordable access to resources for scholars. They point out the search and retrieval capabilities that will become more important to assist in reducing paper storage problems.

Since many of the published papers in scholarly journals are written by scholars within academic institutions, Boyce (1993) believes that these institutions are giving away these papers and later

buying them back in subscriptions to periodicals. He explains that the costs of periodicals "continue to rise, devouring the materials budgets of academic libraries and leading to cries for cooperative acquisition and increased emphasis on access rather than ownership of library materials" (p. 272).

Boyce (1993) also maintains that "electronic communication facilties seem to be in place, at a reasonable cost and with rapidly growing capacity" (p. 272). Boyce states that the "economic savings to academia are huge and obvious" (p. 272). He points out that the cost associated with interlibrary loans "should rapidly decline as material of interest becomes electronically available without copyright problems" (p. 273).

Langschied (1992) also maintains that electronic journals may reduce the costs related to print journal publications. The author refers to the electronic journal as "a new and exciting medium for scholarly publication" (p. 131). Langschied features the New Horizons in Adult Education as the first of only eight peer-reviewed, scholarly electronic journals. She points out that access and reader acceptance are most important for the success of electronic journals.

Nickerson (1992) describes how files may be indexed within the Gopher server software, so that users may have easy access to articles or documents. The author explains that the use of server software, such as Gopher, provides a document delivery service for electronic journals.

Dougherty (1992) predicts difficulties with the acceptance and use of electronic journals. He believes that "we will probably have to struggle with the existing publishing system for another decade or more" (p. B1).

Wilson (1991) expresses encouragement for electronic journals to be taken more seriously as scholarly publications. He points out that "several scientific organizations are about to introduce refereed journals aimed at wide audiences in mathematics and the sciences" (p. A22). Less than three years later, in the January 26, 1994 issue of The Chronicle of Higher Education, Wilson writes about an electronic journal published by the American Association for the Advancement of Science that received recognition by acceptance for inclusion in the Medline database. Medline is produced by the National Library of Medicine and "is widely used by doctors and researchers" (p. A23).

Electronic journals offer great possibilities, but need to be well organized. According to Perry (1994),

> the electronic journal -- juried, edited, published, and disseminated over the Net -- has tremendous potential for restructuring the way communities of scholars record, save, and employ their findings. Electronic publishing can reform and streamline the way we communicate with one another, if we can maintain and organize the material for easy retrieval. (p. 8)

Problems and Issues in Computers for Higher Education

Foa (1993) maintains that colleges and universities must become skillful with "combinations of technologies, including video, computers, audio, and telephone" (p. 27). The author points out that there must be a commitment from full professors and high-level administrators to bring about the changes needed in integrating technology, yet these appear to be the people who are "hardest to convince to take the lead in using technology, perhaps because many belong to the precomputer generation" (p. 27). The author also emphasizes the need for training and up-to-date technology investments.

Connolly (1994) brings attention to the Bill of Rights and Responsibilities for Electronic Learners developed by the American Association for Higher Education. The author suggests that "the bill is a starting point for academic communities to identify

critical issues and to consider how computer networks will be incorporated into their communities" (p. 41). He maintains that the bill will enable institutions "to develop and adopt policies regarding the appropriate use of computers and networks on campus" (p. 41).

Future Developments in Computers

Summit (1992) predicts that the future will include declining costs regarding computing, storage, and telecommunications. Summit indicates that there will be a merging of computers, telecommunications, and video. The author also projects that libraries will be accessing rather than owning information, and personal computers will be used for "networking, video conferencing, electronic mail, and information retrieval" (p. 9).

Parnell (1990) points out that long distance learning will continue to increase through satellite expansions and compact disc interactive (CD-I). The author projects that by the year 2000, "it will become less important who sponsors that particular college course" (p. 231). Consequently, institutions of higher education will need to redefine the traditional college or university. Parnell also believes that voice-activated computers will be easily available and

the use of CD-I will have a major impact on higher education. "In the search for synergy, the CD-I developers have combined computers with video, motion pictures, text, graphics, and with simulations" (p. 239).

Cartwright (1993) emphasizes the use of computers for communications. He maintains that "we will see vastly increased uses of digitally based multimedia telecommunications via highspeed networks" (p. 69). The author also predicts that "we will see increased availability of multimedia simulations, discipline-specific tools, instructional templates, hypertext and hypermedia exploration tools, and integrated communications packages (p. 69).

Summary

The literature indicates increased interest and use of electronic networks and electronic journals in higher education. Maintaining and improving quality will require sufficient training of faculty and students, as well as providing administrators with the appropriate technological knowledge. However, the literature also indicates the importance of further studies regarding their organization and effectiveness.

Chapter 3

METHODOLOGY AND PROCEDURES

Methodology

A development problem-solving methodology was utilized for this study. The study also contains elements of descriptive research and evaluation methodologies. According to Grizzle, Ligas, and Rankin (1993), "when the development problem-solving methodology is used, the research report is used to describe how data were collected, how decisions were made to determine the content, nature, and format of the product, and how the product will be evaluated" (p. 25).

Qualitative research techniques for data collection were utilized. Glesne and Peshkin (1992) point out that these techniques should be varied. They maintain that "the qualitative researcher draws on some combination of techniques to collect research data, rather than a single technique" (p. 24). They also identify three techniques used in qualitative studies as "participant observation, interviewing, and document collection" (p. 24).

Merriam (1988) points out that the qualitative research approach focuses on understanding "the meaning of an experience" (p. 16). She states that

"qualitative research strives to understand how all the parts work together to form a whole" (p. 16). She also maintains that qualitative research "seeks to describe and explain the world as those in the world interpret it" (p. 170).

Procedures

Several procedures were needed to respond to the research questions. The initial list of 10 procedures was reorganized and grouped into four procedural categories that follow.

Review of the Literature

A review of the literature was conducted to identify electronic networks and journals that are working or have been phased out at other institutions of higher education. Computer searches of the literature were conducted in the ERIC, Information Science Abstracts, and Dissertation Abstracts databases. Grants, and Foundation Directory databases also were searched for information related to funding. Key terms used included electronic networks, electronic journals, listserv, and Internet. These descriptors were combined with higher education, adult education, postsecondary education, universities, and colleges. The results of the searches yielded numerous articles and documents, most written within the last few years.

In addition to the identification of appropriate literature through computer searches, books on the Internet and the 1993 Directory of Electronic Journals, Newsletters and Academic Discussion Lists by Strangelove and Kovacs from the Association of Research Libraries were obtained for review. Also, The Chronicle of Higher Education, Education Week, EDUCOM Review, T.H.E., Online, and the Educational Researcher were reviewed on a regular basis for current related materials, including funding sources.

Developing, Validating, and Administering Surveys

Surveys were developed for three populations to obtain information related to the research questions of the study. The three populations consisted of listserv moderators for academic networks, editors of refereed electronic journals, and NSU staff who have been involved with AEDNET and the New Horizons in Adult Education. The surveys in Appendixes B, C, and D represent the final surveys that were used in the collection of information.

The three surveys were reviewed by a panel of five experts before being utilized. (See Appendix E for the names and titles of the panel members.) Changes were made to the surveys based on the recommendations of the panel members.

The first survey was an online query of listserv moderators. The survey consisted of 20 questions related to the operation of a moderated listserv. The survey was transmitted to a systematic sampling of listserv moderators of academic networks. Sixty-four academic moderated listserv networks were identified from a list of 77 academic discussion lists and interest groups in the 1993 Directory of Electronic Journals, Newsletters and Academic Discussion Lists. A systematic sampling of one-fourth or 16 listserv networks was identified by selecting every fourth listserv from the 64 academic moderated listserv networks. The online query was sent to this population. This electronic mailing resulted in two bounceback messages with no addresses found, two completed surveys, and one response indicating that the receiver managed several listservs but not as a moderator. No other responses were obtained.

A follow-up online query was sent, as well as a request asking for telephone numbers and the best times for contact. One response was received, indicating that the moderator had retired. No responses with telephone numbers followed. However, one telephone number of a moderator was obtained through the identification of the institutional affiliation. This

moderator did answer the survey questions during a telephone interview.

The second survey was a telephone interview with editors of refereed electronic journals. The survey consisted of 25 questions related to the operation of a refereed electronic journal. The survey was conducted by telephone at times selected as convenient by the editors. Twenty-six refereed electronic journals were identified in the 1993 Directory of Electronic Journals, Newsletters and Academic Discussion Lists. Eight editors were selected through a systematic sampling by selecting every third journal on the list of 26 refereed electronic journals. Seven of these editors were contacted by telephone and all responded positively to participating in the telephone interviews. The eighth editor, who was located in Australia, responded to the same 25 item survey through electronic mail on the Internet. All of the editors expressed enthusiasm for their journals. Two editors forwarded additional information about their electronic journals through electronic mail.

The third survey was an in-person interview with NSU staff who were involved with AEDNET and the New Horizons in Adult Education. The survey consisted of

15 questions related to the operation of the electronic network and journal. Eight persons were interviewed.

Out of the sample of 32 for the three populations, 19 completed the surveys. These 19 completed surveys included 2 of the 16 sample academic listserv moderators and one additional moderator, 8 of the 8 sample refereed electronic journal editors, and 8 of the 8 NSU staff who have been involved with AEDNET and the New Horizons in Adult Education.

Analysis of Data

Developing and Validating the Operating Plan

An analysis of the information collected through the reviews of the literature and the survey results from the three populations was conducted as related to the research questions. A draft of an operating plan, including recommendations for changes and plans for the formative evaluation design, was developed. This operating plan was forwarded to the panel of five experts for validation. (See Appendix E for the names and titles of panel members.) Revisions were made to the plan based on the comments of the validators.

Finally, the recommendation of the operating plan was made to the director and the associate director of the Programs for Higher Education at NSU. This operating plan (see Appendix F) offers processes, based

on the study results, that are important to the implementation and improvement of the electronic network and the electronic journal.

Chapter 4

PRESENTATION OF RESULTS

The information that was obtained related to the research questions is presented in this chapter. The sources used included reviews of the literature, data collected from surveys of three populations, and observations as a participant. The complete survey responses are contained in Appendixes G, H, and I.

Literature on Electronic Networks and Journals

The first research question asks for information on academic electronic networks and electronic journals, including what they are, who they are, how they are functioning, the impact of emerging technologies, and the satisfaction of their sponsoring agencies. Several literature sources were used to respond to the first research question.

An electronic network is able to connect a group of machines together so that they may transmit information to each other. The literature indicates that electronic networks are increasing, along with the numbers of people accessing them. Rivera, Singh, Messina, and McAlister (1994) point out several benefits to the use of computer networks, including communications among users, opportunities for working as a team, and the creation of "a uniform computing

environment for students and faculty" (p. 95). However, the authors also warn of possible problems with networks, such as electronic mail abuse. They suggest that the hiring of full-time staff for the operation of computer networks helps alleviate problems. Rivera et al. (1994) report that the "need for permanent staff becomes evident as the sophistication of the installed network and/or the number of users increase" (p. 96).

An electronic journal is a journal disseminated through computer networks and read on a computer screen. Ehringhaus (1990) reports that when the New Horizons in Adult Education electronic journal was started at Syracuse University in 1987,

> the electronic journal, as initially conceived, was to (a) provide a means for disseminating, via computer, current thinking within the field of adult education; (b) develop new avenues for connecting adult educators worldwide; and (c) generate dialogue among researchers and practitioners. (pp. 3-4)

Robison (1993) maintains that publishing Current Cites electronically has increased its demand and "has also been a true learning opportunity for us, as we make our way in the virtually uncharted territory of electronic publication" (p. 26).

The literature indicates that emerging technologies offer needed improvements for networks and

electronic journals. Pawloski (1994) reports that "significant developments in client software -- the programs users have on their personal computers -- can drastically reduce the amount of training necessary for teachers to become adept in all features of the Internet" (p. 72). Wilson (1991) maintains that electronic journals have been held back by lack of programs for displaying graphics. He reports that increased capabilities related to computer power and software programs will enable electronic journals "to offer illustrations and mathematical notation, for example, along with text" (p. A23). Bantz (1994) points out that with software such as Mosaic "documents are displayed with color graphics and formatted and styled text for readability" (p. 14).

According to Strangelove and Kovacs (1993) in their Directory of Electronic Journals, Newsletters and Academic Discussion Lists, there are few networks of discussion lists focused on adult education. These networks include the Canadian Adult Education Network, Alberta Post-Secondary Education Network, a discussion group for teachers at prisons entitled PRISON-L, and the Adult Education and Literacy sublist of Teachers of English as a Second Language. In addition to the New Horizons in Adult Education, Catalyst is listed as the

only other adult education related electronic journal. However, Catalyst is a refereed print journal, now offering electronic access.

The literature indicates that sponsoring agencies are satisfied with academic electronic networks and journals. Since staff involved with networks and journals usually are employed in other full-time positions in the institution, they provide part-time assistance with the networks and journals at low or no additional costs. Full-time faculty are involved with many of the academic electronic journals. Most of the academic networks and electronic journals are sponsored by a university, but some also are affiliated with a professional organization. The Adult Education and Literacy sublist of Teachers of English as a Second Language, noted in the previous paragraph, is sponsored by a grant from the United States Department of Education Fund for the Improvement of Postsecondary Education.

Problems and Issues Regarding Implementation

The second research question addresses the problems and issues surrounding the assumption, implementation, and expansion of an electronic network and a refereed electronic journal. Data were collected from online queries of listserv moderators, telephone

interviews with editors of refereed electronic journals, and interviews with Nova Southeastern University staff who are involved with AEDNET and the New Horizons in Adult Education.

The moderators and editors were asked to identify problems in regard to technical, academic, intellectual, ethical, users, information submissions and uploading issues. They also were asked how they address the problems that they identified.

Responses by the three listserv moderators who responded regarding problems encountered are shown in Table 1.

Table 1

Listserv Moderators' Responses to Problems and Issues

Moderator	Problems/Issues
#1	Inappropriate and offensive material
	Undelivered mail
#2	Too much traffic
	Undelivered mail
	Use of net for commercialized purposes
#3	No problems

Responses by eight electronic journal editors regarding problems and issues are shown in Table 2.

Table 2

Electronic Journal Editors' Responses to Problems and Issues

Editors	Problems/Issues
#1	Integrating graphics with text
	Getting good manuscripts
	Archiving on gopher
#2	Credibility, accessibility, permanence
#3	Time to "beat drum" for submission
	Time for editing, distribution, archiving
	Dummy addresses cause corrections
#4	Use of graphics
	Electronic submissions
	Need telephones for faculty computer use
#5	Transmitting multi-level full equations
	with complex figures and tables
#6	Transmitting of Greek language text
#7	Subscribing to editor instead of listserv
	Not all reviewers are on the Internet
#8	Getting visibility and acceptance

NSU staff responses regarding problems and issues are shown in Table 3.

Table 3

NSU Staff Responses to Problems and Issues

NSU Staff	Problems/Issues
#1	Mostly technical problems; each system is different
	Getting enough submissions for the journal
	Smoothing out procedures
#2	Not applicable
#3	Problem of training
	Subscription problems
	Clearer documentation needed
#4	Unable to postpone
#5	More information than needed
#6	No problems
#7	Need a reminder for postpone
#8	Censorship of foul language
	Role of moderator regarding censorship
	Hardware computer resources slow down

Findings presented in response to the second research question related to problems and issues regarding implementation are as follows:

1. Listserv moderators should have guidelines available to send to subscribers who are posting inappropriate materials.

2. Subscriber lists should be checked, so that addresses that no longer exist or are incorrect may be deleted. This will avoid bounceback messages.

3. Electronic journal editors need to allow adequate time for submissions, editing, distribution, and archiving.

4. The problem for securing manuscripts appears the same for electronic journals as it is for print journals.

5. Electronic journal reviewers should have access to electronic communications.

6. New tools such as Mosaic are needed to integrate graphics files with the text files.

7. Help message files and clear documentation minimize technical problems.

8. More telephone lines are needed in faculty offices for electronic communications.

9. Electronic journals need visibility to increase acceptance.

Structure of Policy-Making Process

The third research question pertains to the structure of the advisory policy-making process and the journal editorial review process. The survey responses from the three populations were used to address the structure of the policy-making advisory process. The responses from electronic journal editors and NSU staff were used to address the structure of the editorial review process.

Responses of listserv moderators regarding the structure of the policy-making advisory process are shown in Table 4.

Table 4

Listserv Moderators' Responses to Structure of Policy-Making Process

Moderators	Policy-Making Process
#1	None
#2	I don't understand the question.
#3	None

Responses of electronic journal editors regarding the structure of the policy-making advisory process are shown in Table 5.

Table 5

Electronic Journal Editors' Responses to Structure of Policy-Making Process

Editor	Policy-Making Process
#1	None
#2	Three or four people from the editorial review board serve as an advisory committee, working with the editor in chief and publisher
#3	Board of advisors; occasional electronic communications
#4	None
#5	None
#6	About a dozen people who are book review placers
#7	None
#8	Three tiered system - executive editor, eight to 10 associate editors, and editorial board

NSU staff responses regarding the policy-making advisory process are shown in Table 6.

Table 6

NSU Staff Responses to Structure of Policy-Making Process

NSU Staff	Policy-Making Process
#1	Still too new; may want to refine it
	Not really a content area advisory board
#2	Other online people could be on board
#3	Cares about the process; helps succeed
	Helps establish priorities, resources
	Well organized; good support for staff
#4	Don't need to change; size is okay
	Could have more meetings, some online
#5	No changes at this time
#6	No changes
#7	Could have representatives from other institutions
	Could use the electronic classroom as a vehicle for sharing at no cost
#8	Could be streamlined; quicker decisions
	More scheduled regular meetings

Responses of electronic journal editors regarding the editorial review process are shown in Table 7.

Table 7

Electronic Journal Editors' Responses to Editorial Review Process

Editor	Editorial Review Process
#1	Sets policies
	All use electronic mail, but not required
	Selected by expertise in varied fields
	About 10 members; two added in last year and a half, others from original board
#2	Twenty-five to 30 members
	No particular tenure told to them, but thought to serve three years
	Submissions must meet the scope and content of the journal
	Submissions go to editor, then to publisher, who sends acceptance letter to author, with first publishing right, and request for signature stating it is original work; author retains copyright
#3	Volunteer group of 20 consulting editors
	Sent to all reviewers; need at least four reviews

(table continues)

Editor	Editorial Review Process
#4	About 75 reviewers within United States Change reviewers in three years; some continue beyond three years Electronic mail is not required
#5	Review board used for the print journal Sent to three reviewers
#6	Approximately 12 people are book review placers
#7	Serve as advisory and editorial Fifteen members around the world Sent to three reviewers; blind review Editor makes final decision
#8	Board selected by advertisements on the Internet and direct contacts All 22 editors have electronic mail

While Table 7 presents descriptive information regarding the editorial review process for eight electronic journals, the study also seeks to determine changes in the existing NSU editorial review process. NSU staff responses to changes in the editorial review process are shown in Table 8.

Table 8

NSU Staff Reponses to Editorial Review Process

NSU Staff	Editorial Review Process
#1	No major changes at this point
	Review process working so far
	Need a way to make comments online
	Not yet doing most of it electronically
#2	Editorial board could meet with editorial board of the Online Chronicle of Distance Education and Communication also at NSU
#3	Make sure reviewers have tools and skills to do their jobs
#4	Has been working; process seems okay
	Editor in chief is in charge of distributing manuscripts to reviewers
#5	No changes at this time
#6	No changes at this time
#7	Could conduct customer surveys of interests and types of articles to be solicited
#8	Not applicable

The findings related to this third research question regarding the structure of the advisory policy-making process and the editorial review process are as follows:

1. A structured advisory board process is not common among listservs or electronic journals.

2. Nova Southeastern University does have an advisory board for the network and electronic journal. Most of the NSU staff who are presently involved with the advisory board do not wish to change it now, because it has been in existence a short time. In the future, they may consider a broader representation of adult educators.

3. Editorial review boards range in numbers; some may have 10 while other may have 75 reviewers.

4. Some editorial review boards have no particular tenures for members, while others try to change reviewers after three years.

5. Electronic mail access is not always required for editorial review board members.

6. Editorial review boards sometimes serve as both editors and advisors, setting some policies.

7. Most Nova Southeastern University staff who are involved with the editorial review board suggest no major changes at this time.

Funding

The fourth research question addresses how the electronic network and electronic journal should be funded and if there are grants to continue and to expand activities. This question was studied through reviews of the literature, contact with the developer of the original funding proposal that Syracuse University submitted to the Kellogg Foundation, and survey results.

The reviews of the literature resulted in few foundations or grants that could be considered for the funding of the network or electronic journal. The W. K. Kellogg Foundation and the United States Department of Education Fund for the Improvement of Postsecondary Education proved to be the most appropriate funding sources. Affiliation with related professional associations also could be considered for funding possibilities.

The developer of the Syracuse University proposal that was accepted for funding by the W. K. Kellogg Foundation in 1986 offered assistance related to funding. He suggested that a representative from NSU contact the W. K. Kellogg Foundation to obtain information related to requirements for funding possibilities. The author of this study contacted

the foundation to discuss the interest of NSU in the submission of a grant proposal. The foundation provided guidelines for the development of a concept paper regarding the funding request. These guidelines are included in the operating plan presented in Appendix F.

Responses from the three survey populations served as another source for information related to funding. Listserv moderators' responses to funding are shown in Table 9.

Table 9

Listserv Moderators' Responses to Funding

Moderator	Funding
#1	Not applicable
#2	Grant from the Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE)
#3	None; using computer systems from university and do work at home

Electronic journal editors responses to funding are shown in Table 10.

Table 10

Electronic Journal Editors' Responses to Funding

Editor	Funding
#1	Funded personally -- doesn't cost much
	Typesetting services donated
#2	University covers overhead
	No other grants or funds
#3	Work done for free
	University and department supported
	Vice president gave equipment
	No other grants or funds
#4	Subscribers pay $35.00 individual or
	$55.00 institutional
	No other grants or funds
#5	Funds from the association and university
	Subscription fees of $70.00 individual or
	$100.00 institutional
	No other grants or funds, but recently
	journal given back to the association
#6	Material costs limited
	Electronic costs nothing
	Out of pocket - $3000.00

(table continues)

Editor	Funding
	Paper subscription costs $15.00
	No other grants or funds
	Modest grant may be done
#7	Association and council cover modest
	funding, along with subscriptions
	No other grants or funds
#8	Not directly funded
	Costs out of pocket are minimal
	No other grants or funds
	"I am not really sure what we would spend
	money on if we had it."

Those persons currently responsible for eight electronic journals did not see funding as a major problem. Although one respondent's comment that "I am not really sure what we would spend money on if we had it" is not typical, it is clear that none of the electronic journal editors viewed funding as a major concern. These findings are in contrast with those of NSU staff who were asked about funding concerns for their network and electronic journal. NSU staff responses regarding funding are shown in Table 11.

Table 11

NSU Staff Responses to Funding

NSU Staff	Funding
#1	Look at special niche -- get big names
	Need grant funding for honorariums
#2	Look into funding
	Journals take more money
	Bring longevity where journal is stronger than board or catalyst
#3	Funds needed to upgrade computing systems and networks for ongoing operations
	Should be continual funding for moderator
#4	Journal has more costs involved
	Reimburse moderator, guest moderators
#5	Need funding and support
#6	Can we obtain some funds?
#7	Be sure staff positions can be funded on a full-time basis
	Adult education associations and the federal government may offer funding
#8	Get big names involved
	Advisory committee could be helpful

The findings related to this fourth research question are as follows:

1. Most of the listservs and electronic journals are funded through the sponsoring institution and/or are affiliated with a sponsoring association.

2. Some electronic journals charge an individual or institutional subscription fee.

3. Only one of the listservs and electronic journals surveyed was funded through a grant.

4. Nova Southeastern University staff responses indicated the need to pursue funding, so that staff positions would be funded continually and enhancements could be made.

Promotion of Benefits and Value

The fifth research question asks how the benefits and value of the network and electronic journal should be promoted within the university and within the adult education practitioner and student community. Information in response to this question was collected from reviews of the literature and the surveys of the three populations.

Baer (1994) points out the importance of helping "to educate your various audiences to the payoffs of technology" (p. 33). She suggests sharing technology

successes in appropriate publications and providing presentations at conferences.

Listserv moderators responses related to the promotion of benefits and value were varied. The first listserv moderator responded simply with n/a, meaning "not applicable." The second listserv moderator identified several methods that included talking to a lot of people, showing them her articles, trying to get them all online, and presenting at conferences. The third moderator placed announcements on other lists and published in the Educational Researcher, a printed journal of the American Educational Research Association.

The electronic journal editors responses to the promotion of benefits and value also were varied. The first editor utilized professional meetings in geography and mathematics, provided a presentation at the American Math Meetings, and participated in an interview by a online publisher. This editor also indicated having flyers in paper form.

The second editor used the campus newspaper for promotion purposes. This editor also made announcements on educational technology and library lists.

The third editor indicated little opportunity for promotion, stating that most of the promotion was in the fantasy stage. This editor did speak at the American Society for Information Science (ASIS) annual meeting and promotes the journal on networks. This third editor indicated participation in university committees and task forces.

The fourth editor indicated promoting within the institution by giving a lot of copies away. This editor does not promote outside the institution but indicated that the reviewers spread the word at the Northeast Regional Computing Program Association and National Library Association Conference. The editor indicated that there are 400 subscribers outside the institution.

The fifth editor indicated no promotion within the institution. Promotions outside the institution were conducted at conferences, such as international conferences for modal analysis.

The sixth editor promotes through Internet lists, word of mouth, and directories. This editor also included the welcoming message as a method of promotion.

The seventh editor claimed to have made no real promotional efforts. This editor publishes in the

faculty newsletter every so often. This editor's journal has been mentioned in The Chronicle of Higher Education, the directory by Strangelove and Kovacs, an Internet directory by AT&T, and in an article in Higher Education Product News.

The eighth editor does not promote within the institution. This editor promotes through the Internet and by contacting interested colleagues. This last editor plans to have a table at a big conference this year and states that if this is successful, tables will be planned at other conferences.

The NSU staff responses to promotion of benefits and value also were varied. Responses included summer institute presentations, conferences attended by NSU staff, electronic documentation, distributions of flyers, some direct mail, and promotion activities by adult education faculty. NSU staff provided suggestions for increasing promotion of benefits and value, including advertising in professional magazines or newletters and The Chronicle of Higher Education, alumni publications, and NSU catalogs. Responses also indicated the need for a mini-marketing plan, brown bag luncheons for updating faculty and staff, and meeting with the NSU vice president for university relations and development to consider other promotional ideas.

The findings related to this fifth research question indicate that several methods should be used to promote the benefits and value of the network and the electronic journal. Methods used for promotion within the university may include the campus newspaper, faculty newsletters, alumni publications, university catalogs, summer institute presentations, brown bag luncheon meetings, distribution of flyers, and by word of mouth. Methods utilized for promotion outside the university may include flyers, presentations at conferences/ professional meetings, advertising on other networks and on library lists, articles in professional publications, inclusion on internet lists and directories, and again, by word of mouth. The survey results indicated that the marketing of listservs and electronic journals is not well planned. It was suggested by one NSU staff person who was interviewed that a mini-marketing plan may be needed.

Training and Staffing

The sixth research question was composed of two parts. The first part asks how faculty and students should be trained effectively to function in the network and electronic journal. The second part of this question asks how the network and journal should be staffed. This sixth research question was studied

through the reviews of the literature and the survey responses.

Perry (1994) emphasizes the need to make the Internet easy to use. She writes that "we must develop on-line resources that can be used with very little training" (p. 8).

Baer (1994) identifies methods that may be used for learning about technology. She points out the importance of using e-mail daily. She also recommends reading magazines and books related to the use of technology, attending EDUCOM conferences which are academic computing conferences, and asking assistance from experts including "computer center staff, librarians, faculty with expertise" (p. 32).

Listserv moderators' responses regarding training are shown in Table 12.

Table 12

Listserve Moderators' Responses to Training

Moderator	Training
#1	No training
#2	Very lengthy welcome message
#3	Welcome message; show colleagues/students

Electronic journal editors' responses regarding training are shown in Table 13.

Table 13

Electronic Journal Editors' Responses to Training

Editor	Training
#1	Some online training Tells how to download files
#2	Not a big issue Article by managing editor about listserv and technical problems in first issue (there have been four journal issues)
#3	No training; implicit in delivery
#4	No training
#5	No training
#6	Back issues in gopher with monthly announcements
#7	Each hard copy explains how to access through listserv and file transfer protocol (ftp)
#8	No training

NSU staff responses to training are shown in Table 14.

Table 14

NSU Staff Responses to Training

NSU Staff	Training
#1	No training, except at summer institute Could have a computer at each cluster site to show a typical conversation online
#2	Easy online welcome message
#3	No ongoing process Summer institute presentations May be weak in training
#4	No training, except for summer institute presentations Self-learning activity
#5	Session at summer institute Center introducing UNIX booklet on e-mail Moderator counsels on what not to send
#6	Instructions printed and online
#7	Little training needed to use listserv; one of its strengths Need to know commands available; the rules of commenting, etiquette

(table continues)

NSU Staff	Training
#8	Moderator helps with training; one to one Welcome message suffices Could have mini-workshops at adult education conferences

Listserv moderators' responses regarding staffing varied. The first listserv moderator indicated a staff of many volunteers. This staff includes the following:

1. The list administrator responds to subscribe and nonsubscription requests, compiles and sends out digest, deals with bouncing problems, assists with publicity, and helps decide policy issues. This person's work requires two to three hours each week.

2. The forum manager enforces policy issues, organizes other volunteers, assists with publicity, serves as liaison, maintains file transfer protocol site, and runs trivia contests. This person probably works an average of five hours each week.

3. The assistant forum manager helps with duties of the forum manager. This assistant probably works two to three hours each week.

4. A volunteer works about one hour each week maintaining a calendar and list of important addresses.

5. A volunteer works about one hour each week on an FAQ.

6. A volunteer works about one hour each week maintaining a file of members' introductions and a file of publications recommendations.

7. A volunteer works about one hour each week to post meet results.

The second listserv moderator responded with "what staff positions?" This moderator did indicate that she was the project director and spent about one hour each day on the technical aspects of the list. She spends a lot of time writing articles about the listserv and presents at conferences. This listserv moderator indicated that taking care of errors and questions can take up to three hours a day, seven days a week, so the job is shared. She indicated that she has a grant-funded assistant who works 20 hours a week collecting, running, and building an archive of materials.

The third listserv moderator indicated that he runs the listserv himself. Four other people are co-owners.

Electronic journal editors' responses to staffing also proved to be varied. The first editor explained that the editor's position is part-time, taking about 10 hours each week. This editor indicated that a flurry of activities occurs twice a year when the journal is published.

The second editor indicated that all staff positions are part-time, and all members, except one are employed by the sponsoring university. He identified staff members as follows:

1. The publisher is the head of the Center for Teaching and Technology at Georgetown University. The publisher's hours vary according to publishing. The busiest months are January, April, July, and October due to publications. This person receives final articles to be accepted for publication.

2. The editor in chief works with the review board.

3. The managing editor does formatting.

4. The technical expert handles large technical concerns.

5. The systems operator handles day-to-day problems.

6. The editorial review board review articles.

The third editor indicated that the staff members consist of an editor and a managing editor. The editor works up to four hours each week. The managing editor is a graduate student, who works five hours each week as part of a doctoral internship in connection with English studies.

The fourth editor indicated that five part-time people are on the journal staff. The editor spends extra time, including many weekends and nights, on the journal. Other staff members include the following: associate editor, book editor, software editor, and students who help a few hours each week.

The fifth editor indicated that the staff members include a managing editor, technical editor, and six associate editors. The associate editors consist of two people from research laboratories and four university professors.

The sixth editor indicated that he has e-mail on the computer screen constantly. This editor has a student assistant, who is paid $8.00 an hour for 350 to 400 hours each year.

The seventh editor explained that staff positions are part-time. These positions include an editor who averages five to 10 hours of work a week, an associate editor who averages three to five hours of work a week,

and a secretary who averages three to five hours of work a week.

The eighth editor reported that all positions are staffed by volunteers. The executive editor works more than 30 hours each week. All but two of the associate editors are involved with the individual management of the review of papers specific to their discipline. They also assess all articles that are submitted to the journal to see if they fit the broad focus. Some editors have taken on additional tasks, such as managing special issues of the journal. Most editors spend approximately 5 to 10 hours each week on journal matters, with a few editors spending about 20 hours each week.

NSU staff responses regarding staffing had some shared recommendations. The first NSU staff member expressed concern for the staffing time involved with the journal. She suggested that an assistant may be needed. Graduate assistants could be used in editorial assistant positions, as Syracuse University had done. The second NSU staff member also suggested that we use graduate fellows to assist staff.

The third NSU staff member emphasized the importance of support for the moderator. This person offered other staffing suggestions including having the

advisory committee support the computing resources, training a secondary moderator for back up purposes, and training other people on the technical aspects to provide back up.

The fourth NSU staff member suggested checking with the moderator regarding her amount of work. This person also suggested checking with the editor in chief regarding the need for assistance.

The fifth NSU staff member indicated the need for a back up moderator and guest moderators. This person recommended that compensations for present staff be reviewed for adequacy. The sixth NSU staff member also recommended reviewing work loads and funding for staff.

The seventh NSU staff member stated that the staff organization is a good structure and seems to work. He suggested that staff, editors, and advisory board members be provided with training on how to contribute and their roles. This person also suggested training for academic computing staff. He recommended broadening the definition of training to include listserv and becoming a teaching service. He suggested that courses for adult educators could be conducted on AEDNET or on a second listserv.

The eighth NSU staff member recommended that the moderator be a graduate student, who would be able to

learn a lot. This person emphasized the importance of the technical advisor.

The findings related to this research question on training and staffing are as follows:

1. Welcome messages and help lines assist in the training of subscribers.

2. Most survey respondents believe that little training is needed.

3. Listserv staff may include a list administrator, a forum manager, an assistant forum manager, a project director, a project assistant, a moderator, and a technical advisor. Most survey respondents indicated that these positions were part-time and some were volunteers, although one assistant was grant funded.

4. Electronic journal staff may include the editor or editor in chief or executive editor, the publisher, the managing editor, associate editors, the technical expert, the systems operator, a secretary, and the editorial review board. Additional positions of book editor, and software editor were mentioned. All positions were considered part-time with hours per week ranging from 5 to 30.

5. NSU staff who were interviewed were pleased with the staffing but expressed concern regarding work

loads especially for the moderator and the editor in chief, and appropriate compensations for staff. The issue of work load has been addressed in the operating plan in Appendix F.

What and How Information is Disseminated

The seventh research question addresses what and how the information regarding the network and journal should be disseminated. This research question was studied through the survey responses.

Listserv moderators' responses regarding what and how information is disseminated are shown in Table 15.

Table 15

Listerv Moderators' Responses to What and How Information is Disseminated

Moderator	Information Dissemination
#1	Advertising in Internet guides and lists
#2	No response
#3	Announcements on other lists
	Publish in Educational Researcher

Electronic journal editors' responses regarding what and how information is disseminated are shown in Table 16.

Table 16

Electronic Journal Editors' Responses to What and How Information is Disseminated

Editor	Information Dissemination
#1	Harder to market in electronic format because not all have access
	Could send out more flyers
#2	Participation in electronic publishing conferences
	Look for opportunities to speak at conferences
	Promote electronic publishing in general (not just our journal)
#3	Should have done survey and publicity
	More staff support would help
	Have done promoting recently
	Sent a file of cumulative table of contents and abstracts to 10 to 15 lists; this resulted in increased subscriptions
#4	Need marketing people; student did not work out; need person with PhD
	Have brochure

(table continues)

Editor	Information Dissemination
#5	Give out flyers and sample copies of the journal at conferences Promote one-on-one at conferences
#6	No response
#7	Conference presentations Listed on association member form and can check box for $8.00 to receive journal
#8	Discussed actively by editors and members of editorial board Posted to various discussion groups

As suggested by responses of eight electronic journal editors, marketing is a common problem. Most of the electronic journal editors have followed rather traditional dissemination strategies including conferences, list mailings, and recruiting specialized staff. NSU staff have tried to imagine a marketing strategy involving the academic programs of the total university system and including the unusual opportunities of NSU with its off-campus programs. NSU staff responses to what and how information is disseminated are shown in Table 17.

Table 17

NSU Staff Responses to What and How Information is Disseminated

NSU Staff	Information Dissemination
#1	Fact sheet -- subscription information Call for papers -- submission, guidelines NSU booth at AAACE Through the network, at conferences, in letters and e-mail, presentation at summer institute, sharing tables
#2	Should have article on AEDNET and how to get into the system
#3	Electronic documentation, flyers, summer institute presentations
#4	Information on who sponsors the network and electronic journal Flyer
#5	Flyer; summer institute sessions Notices on the network Invited all subscribers to stay ACHE newsletter
#6	Flyers

(table continues)

NSU Staff	Information Dissemination
#7	University publications
	Could take ads in the journal
#8	Flyers
	Sharing conference information

It was found that this research question resulted in similar responses as the fifth research question on promoting the benefits and value. The findings related to this seventh research question are as follows:

1. None of the survey respondents indicated the presence of a marketing plan. One electronic journal editor emphasized the need for qualified people to do marketing.

2. Several survey participants suggested advertising in Internet guides and lists, and sharing with other listservs.

3. Several survey participants recommended giving presentations at conferences.

4. Other methods for dissemination of information included developing brochures and flyers, distributing sample copies of the journal, sharing call for papers, and advertising in university publications.

Formative Evaluation

The last research question addresses how the network and electronic journal should be evaluated formatively. This research question was studied through the survey responses of the listserv moderators, the electronic journal editors, and the NSU staff involved with the network and the electronic journal.

Listserv moderators' responses regarding formative evaluation are shown in Table 18. Electronic journal editors' responses are shown in Table 19. NSU staff responses are shown in Table 20.

Table 18

Listserv Moderators' Responses to Formative Evaluation

Moderator	Formative Evaluation
#1	None
#2	Survey all new members after the first 30 days of membership Conduct an evaluation survey of all members once a year
#3	Too many evaluative surveys being sent on the Internet

Table 19

Electronic Journal Editors' Responses to Formative Evaluation

Editor	Formative Evaluation
#1	Feedback through e-mail
#2	None -- have gotten positive feedback from subscribers online Could do a brief survey or discussion on the listserv Would not send a survey in our journal
#3	Did a survey in an issue on how people access and equipment; published results; learned about audience
#4	None
#5	No formal evaluative instruments developed By word of mouth, good things being said about the journal
#6	No formal evaluation; informal feedback
#7	No; considering it
#8	None

Table 20

NSU Staff Responses to Formative Evaluation

NSU Staff	Formative Evaluation
#1	Editorial board members asked to give ongoing feedback Could have a review by authors of how they have been treated Use the advisory board Could have a moderated review of AEDNET or a brief survey online
#2	Could have an evaluation at the end of an issue or after the journal issue has been sent to subscribers
#3	Evaluate making access through interactive process with tools like lynx
#4	Take initial objectives and identify what to do to measure those objectives and whether they are being met Survey the participants Should present plan for evaluation to the advisory board

(table continues)

NSU Staff	Formative Evaluation
#5	When should it take place? Could evaluate in spring of 1995 to keep, dump journal, expand, give it up or ask advisory committee Contact a sample to ask about usefulness Contact Syracuse University to see if the transition went well and if the network is still vital
#6	What we are doing and why and how we are doing it. Is it worth it? Does it serve to help adult education majors?
#7	What did you like about quality of articles Needs assessment to determine whether these are the kinds of things you're interested in Are you interested in using the listserv as a training vehicle for yourself?
#8	Advisory committee needs to look at evaluation Need a two to three year plan

The findings related to this eighth and final research question are as follows:

1. Nine out of 11 listserv moderators and electronic journal editors indicated that no formal evaluations were used.

2. One listserv moderator indicated that too many evaluative surveys are being sent out on the Internet.

3. One listserv, that was funded by a grant, conducted surveys of new subscribers after 30 days and all subscribers once a year.

4. Most survey participants considered feedback through electronic mail and word of mouth as informal evaluations.

5. One electronic journal editor had designed a survey to learn about subscribers, including their access and computer equipment.

6. NSU staff recommendations included surveying authors to evaluate how they were treated and surveying subscribers regarding the quality of journal articles.

7. One NSU staff member suggested that an evaluation should take place in the spring of 1995 to determine whether to keep the listserv and the electronic journal, or to expand or to give up one or both.

8. Several NSU staff suggested that the implementation advisory board should be involved in evaluation planning, including the length of time.

Other Findings

The survey responses resulted in other findings not related to the specific research questions. Respondents provided additional information due to the nature of the open-ended survey questions. Other findings are as follows:

1. Most electronic journal editors report that authors retain copyright for their work, but they are encouraged to acknowledge the specific electronic journal as the first publisher.

2. NSU staff recommend improvements, including technology speed, technological upgrades such as scanning graphics into the journal, guest moderators, more articles, a possible monthly newsletter, and a strategic plan for the journal.

3. Electronic journal editors point out difficulties with graphics, equations, file size, and width of characters.

4. Most of the electronic journal editors indicated that their journals were in ASCII format, accessed on electronic mail, gopher, or ftp. Although some were using a postscript version on ftp, they

expressed interest in making their electronic journal available in postscript, CD-ROM, floppy disk, and hypertext.

5. Electronic journal editors identify major advantages as timeliness, low overhead, free journal distribution to subscribers, and increased interaction among readers, authors, and editors.

6. NSU staff indicate support in having the institution serve as a resource for adult education and technology.

7. NSU staff identify strengths and opportunities including global communication in adult education, full multimedia capability over the World Wide Web, timely sharing of information, access to a variety of people, low cost way to communicate, and the first Internet resource that NSU provided.

8. NSU staff identify weaknesses and threats including technology problems, competition, software advances, moderator support, inappropriate language, increased expenses, not using the resource wisely, and quick growth without the supportive hardware.

Development and Validation of Plan

In mid-June of 1993, NSU and PHE assumed the operation of AEDNET and the New Horizons in Adult Education. The following actions already have been

taken to begin the implementation stage for the network and electronic journal:

1. Listserv software has been obtained. This software has been used by the university's academic computing department to transfer the AEDNET subscribers' list from Syracuse University to NSU.

2. Staff selections for the implementation phase have been made. The staff members include a project director, a technical advisor, a network moderator, and an editor in chief and an associate editor for the journal.

3. An Implementation Advisory Committee has been developed. The members of this committee are NSU administrators and faculty, representing several academic centers within the university. This committee held meetings in May and July of 1993, to provide assistance in planning for the transfer of the network and electronic journal from Syracuse University to NSU. The project director serves as the chairperson of the advisory committee.

4. The network moderator, with assistance from the technical advisor, has learned to receive, to screen, and to forward messages on the listserv.

5. The network moderator, the technical advisor, and the project director have created a network welcome

message that explains commands for subscribing, accessing special files, and unsubscribing. Commands also are included for accessing past issues of the journal. The network moderator provides other commands, such as postpone, to subscribers as needed.

6. Editorial Review Board members for the journal have been selected from various universities. Two graduate students are included as members.

7. Issues of the New Horizons in Adult Education were published at NSU during March and June of 1994.

8. An information sheet has been developed regarding the network and the electronic journal. The Implementation Advisory Committee members have recommended changes for this flyer.

The continuation of the implementation for the network and journal created the need for an operating plan, so that goals and objectives could be achieved in an organized manner and appropriate improvements could be made. The present study was undertaken in order to develop the operating plan. The people surveyed and the research questions themselves were designed to facilitate the development of the operating plan. The plan was developed from the results of this study. The contents of the plan were determined from the literature reviews, the survey responses, and

observations as a participant. The operating plan contains recommendations for changes and plans for the formative evaluation design. Five experts validated the operating plan. (See Appendix E for names and titles of panel members.) The operating plan is contained in Appendix F.

Summary

The findings related to the research questions identified important areas of implementation and evaluation necessary for the function, growth, enhancement, and continuation of electronic networks and electronic journals in higher education. These findings provided a framework for the development of the operating plan.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this study was to develop an operating plan for the implementation and evaluation of an adult education network and electronic journal at NSU. The operating plan was based on the results of the study, as discussed within this chapter. Conclusions, implications, and recommendations also are presented.

Discussion of Results

The discussion of the results of this study is presented by addressing the contents of each research question. The results are based on data collected through literature reviews, survey responses, and observations as a participant.

Literature on Electronic Networks and Journals

The first research question asks for information on academic electronic networks and electronic journals, including what they are, who they are, how they are functioning, the impact of emerging technologies, and the satisfaction of their sponsoring agencies. The investigation of the literature indicates that AEDNET and the New Horizons in Adult Education are among the few electronic networks and

journals focused on adult education. However, since the utilization of electronic networks and journals in adult and higher education is relatively recent, rapid growth is expected. This growth is due in part to easier access and lower costs associated with computers, modems, and connections to the Internet. The increasing interests of faculty and students in electronic discussions lists and academic collaborations also will impact this rapid growth.

The literature (Ehringhaus, 1990) indicates that it will take time for tenure committees to view electronic publications as equal to printed research. The literature (Pierce et al., 1994), however, also indicates that scholars are beginning to accept electronic journals as a means for publications.

Emerging technologies are impacting networks and electronic journals. Recent literature reports many new software tools for use on the Internet. These tools allow increased capabilities, including graphics and hypertext.

The support of the Clinton administration for the growth of a national data highway certainly has provided increased recent literature regarding networks and electronic journals. According to DeLoughry (1994b), about 70 education and business organizations

have formed a consortium to assist with the national data highway. This consortium is entitled the National Coordinating Committee for Technology in Education and Training. This group plans to address issues regarding access, costs, types of services, and system technological capabilities. West (1994c) points out the importance of Linda G. Roberts appointment as "the U.S. Education Department's first full-time adviser on educational-technology issues" (p. 20). He reports that "Ms. Roberts touts the ability of computer networks to metaphorically break down classroom walls and allow teachers, who generally work in isolation, to communicate as professionals" (p. 20).

Problems and Issues Regarding Implementation

The second research question addresses the problems and issues surrounding the assumption, implementation, and expansion of an electronic network and a refereed electronic journal. The problems and issues identified from the survey responses of the listserv moderators, electronic journal editors, and the NSU staff involved with the network and electronic journal indicate that network and electronic journal activities related to technology need to be well organized. Welcome messages, help files, and clear documentation require planning and updating. It also

is important that guidelines be developed for use in handling problem personalities on the network.

Structure of Policy-Making Process

The third research question pertains to the structure of the policy-making advisory process and the journal editorial review process. Although a structured advisory board is not common among networks and electronic journals, the literature and study results indicate that an advisory committee with activities that meet specific objectives related to the network and journal may prove beneficial. In meeting those objectives, the addition of committee members outside the sponsoring institution may need to be considered. Assessments from committee members in regard to usefulness of the network and journal also may prove valuable.

The editorial review board members for the electronic journal also need clear identification of their roles in regard to the journal. Assessments of the process and guidelines by these committee members also may prove beneficial for future developments.

Funding

The fourth research question addresses how the network and electronic journal should be funded and if there are grants to continue and to expand activities.

The literature and survey results indicated that most networks and electronic journals are funded through one or two institutions or professional associations. Results indicated that few networks and electronic journals are funded through grants. Although one electronic journal editor indicated that he was not sure what he would do with additional funding if he had it, NSU staff expressed strong interests in pursuing grants, so that staff could have continual funding and enhancements could be made.

Promotion of Benefits and Value

The fifth research question asks how the benefits and value of the network and electronic journal should be promoted within the university and within the adult education practitioner and student community. The findings indicate the importance of promoting electronic networks and journals through various methods. Marketing appeared to be of interest to many of the survey respondents, but no respondents reported having organized marketing plans. Several respondents pointed out that marketing was something that they would like to do if they had more staff and time.

Training and Staffing

The sixth research question was composed of two parts. The first part asks how faculty and students

could be trained effectively to function in the network and electronic journal. Although training appeared to be important in the literature reviewed, most of the survey respondents believe that little training is necessary. Five out of 11 listserv moderators and electronic journal editors indicated that they provided no training for subscribers. A sixth respondent stated that training was not an issue. The remaining five persons surveyed indicated that they provide welcome messages, help lines, or other online training.

The second part of this sixth research question asks how the network and journal should be staffed. Although titles of staff vary, most staff positions were part-time, filled by full-time staff of the sponsoring institution. Some volunteers also participated. One network assistant position was grant funded, while a managing editor position was filled by a graduate student working five hours a week as part of a doctoral internship. One journal assistant position was filled by a student who was paid $8.00 an hour for 350 to 400 hours per year. Consequently, 8 out of 11 listserv moderators and electronic journal editors indicated that their staff received no additional funds for their part-time work.

What and How Information is Disseminated

The seventh research question addresses what and how the information regarding the network and journal should be disseminated. This seventh research question resulted in similar responses to the fifth research question on promoting the benefits and value. The interest in a marketing plan again was evident from the survey respondents. However, none of the 11 listserv moderators and electronic journal editors indicated the presence of a marketing plan.

Formative Evaluation

The last research question addresses how the network and electronic journal should be evaluated formatively. Although 9 out of 11 listserv moderators and electronic journal editors indicated that no formal evaluations were used, several respondents expressed interest in conducting formal evaluations. The listserv that was funded by a grant conducted a survey of new subscribers after 30 days and all subscribers once a year. One electronic journal editor conducted a survey related to computer equipment and access to learn more about subscribers.

Conclusions

The results of this study indicate that several areas of implementation are important to the future of

AEDNET and the New Horizons in Adult Education. These areas of implementation were used in the development of the operating plan. (See Appendix F.)

First, it is essential that an evaluation plan be developed and implemented, so that improvements and decisions related to the network and journal may be based on the needs and expectations of the participants. Learning about the subscribers' degrees of sophistication, or lack of sophistication, with computers, as well as how they access the network and journal will provide essential information for technological changes. Surveys designed for authors, editorial review board members, and subscribers also will be valuable in making changes related to the journal. In addition, surveys designed for the network subscribers and advisory board members regarding the usefulness of the network will enable decisions to be made regarding its future.

Second, improvement plans are needed for implementation areas including marketing, technology, staff/training/committees, and funding. These areas were identified from the results of the study as being important components in the planning and organization of a network and electronic journal.

Implications

It is anticipated that this study will have the following impact on the improvement of educational practices at NSU:

1. provide improved organization and increased resources to current AEDNET and New Horizons in Adult Education subscribers.

2. provide strategies for the continuing expansion of the network to new subscribers.

3. expand NSU's role in serving the global communities of adult and continuing education students and faculty.

4. provide increased opportunities for adult education students and faculty to communicate, to share, and to publish.

5. provide to students direct opportunities to interact with other students involved in graduate programs throughout the country and the world.

6. provide PHE students and other students with opportunities to use the electronic journal as an outlet for dissemination of professional papers.

7. increase participants' contributions and suggestions for changes in the network and the journal.

8. encourage teaching, research, and community services in adult and continuing education.

9. identify present and future benefits in regard to moderated listserv networks and refereed electronic journals in higher education.

Recommendations for Implementation, Dissemination, and the Improvement of Practice

An operating plan (see Appendix F) for AEDNET and the New Horizons in Adult Education was developed from the results of this study. Recommendations for changes and plans for the formative evaluation design were included in this operating plan.

Recommendations for the formative evaluation of the network and the electronic journal are as follows:

1. During the summer of 1994, survey new AEDNET subscribers, after 30 days, regarding computer equipment, access, and usefulness.

2. During the fall of 1994, survey authors of New Horizons in Adult Education articles regarding manuscript guidelines and the review process.

3. During the fall of 1994, survey the editorial review board regarding quality of papers and the editorial review process.

4. During the winter of 1995, survey subscribers regarding quality of contents and delivery of electronic journal issues.

5. During the spring of 1995, survey subscribers and advisory board regarding usefulness of the network.

The aforementioned surveys will be developed, distributed, and analyzed by responsible persons who have been identified within the operating plan. It is recommended that the advisory committee members have an active role in this evaluation process.

Recommendations for the marketing implementation areas are as follows:

1. During the summer of 1994, complete the updated four-sided flyer with insert regarding NSU's Online Chronicle of Distance Education and Communication.

2. During the summer of 1994, advertise with the Online Chronicle of Distance Education and Communication in The Chronicle of Higher Education, Education Week, Journal of Distance Education, and the Canadian Journal of Distance Education.

3. During the summer of 1994, share flyer and sample paper copies of network messages and journal issues with participants at the PHE Summer Institute.

4. During the summer of 1994, submit a news release on the network and electronic journal for the NSU alumni newsletter. Include subscription information and contact persons.

5. During the fall of 1994, initiate quarterly brown bag luncheons to acquaint NSU faculty and staff with the network and electronic journal.

6. During the fall of 1994, advertise the network and electronic journal in Internet guides and lists.

7. During the fall of 1994, share information, including flyers, at professional conferences.

8. During the fall of 1994, organize network and journal staff to develop an article or articles on the past, present, and future of AEDNET and the New Horizons in Adult Education. Publish in the journal's theme issue on technology and adult education and submit to other appropriate publications.

9. During the winter of 1995, plan and present quarterly brown bag luncheon to acquaint/update NSU faculty and staff with the network and electronic journal.

10. During the winter of 1995, continue advertising the network and electronic journal in Internet guides and lists.

11. During the winter of 1995, continue promoting the network and electronic journal at professional conferences and meetings.

12. During the spring of 1995, plan and present quarterly brown bag luncheon to acquaint/update NSU faculty and staff with the network and electronic journal.

13. During the spring of 1995, continue advertising the network and electronic journal in Internet guides and lists.

14. During the spring of 1995, continue promoting the network and electronic journal at professional conferences and meetings.

Recommendations for the technology implementation areas are as follows:

1. During the summer of 1994, purchase a computer to be used for NSU listservs only, so that transmission speed may be improved.

2. During the summer of 1994, review AEDNET messages regarding such aspects as welcome, help, and postpone for clarity. Make revisions.

3. During the fall of 1994, review summer survey results regarding computer equipment used by new subscribers and PHE adult education students/faculty. Develop a list of possible changes and upgrades based on the survey results.

4. During the fall of 1994, develop a list of possible changes and upgrades based on new technology.

Consider adding graphics to electronic journal.

5. During the winter of 1995, initiate changes and upgrades based on survey results and new technology.

6. During the spring of 1995, continue implementing changes and upgrades based on survey results and advances in technology.

Recommendations for the staff/training/committees implementation areas are as follows:

1. During the summer of 1994, review job responsibilities and appropriate compensations for the network moderator, technical advisor/system administrator, journal editor in chief, journal associate editor, copy editor, and project director.

2. During the summer of 1994, select and train a PHE graduate student to assist the AEDNET moderator.

3. During the summer of 1994, select and train a PHE graduate student to assist the editor in chief of the New Horizons in Adult Education.

4. During the summer of 1994, at the PHE Summer Institute, request that the adult education PHE faculty discuss and recommend four names of well known adult educators outside of NSU who may be interested in serving on the advisory committee for the network and electronic journal.

5. During the fall of 1994, invite the adult educators, who were selected by the PHE adult education faculty, to begin participation in the advisory committee meetings.

6. During the winter of 1995, survey the staff to assess workloads. Make appropriate changes based on these assessments.

7. During the spring of 1995, develop plans for the next fiscal year. Make requests for more staff based on increased work activities.

Recommendations for the funding implementation areas are as follows:

1. During the summer of 1994, develop a concept paper for funding. Include information on the problem, how it will be addressed, the costs involved, the period of time, the evaluation plan, and how it would be sustained.

2. During the fall of 1994, submit the concept paper to appropriate foundations and grants for possible funding.

3. During the winter of 1995, if no funding is acquired, develop a new list of possible funding sources and investigate their requirements. Revise the concept paper based on information obtained.

4. During the spring of 1995, if no funding is acquired, develop a budget for the new fiscal year. Determine if PHE will be able to continue support for the network and the electronic journal without additional funding.

The study results were shared with the PHE director and associate director, the vice president for computer and information technology, and the other members of the implementation advisory committee, as well as the dean of the Abraham S. Fischler Center for the Advancement of Education. It is expected that the results of the study will enable the university's administrators to assess the benefits of this project and future similar projects, including staff and budgetary needs. It also is expected that the results of the study will assist PHE administrators and adult education faculty in determining whether or not to continue sponsorship of this particular network and electronic journal.

Finally, the results of this study will be shared with the respondents, including the electronic journal editors and the listserv moderators. These study results also will be submitted to the Educational Resources Information Center (ERIC) for dissemination through the ERIC database.

Summary

This study has resulted in the development of an operating plan for the implementation and evaluation of an adult education network and electronic journal at NSU. This operating plan provides strategies, based on research findings, for the function, growth, enhancement, and continuation of the network and electronic journal.

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APPENDIXES

Appendix A

Glossary

AEDNET is an international adult education electronic network, started by Syracuse University through a W. K. Kellogg Foundation grant and presently sponsored by Programs for Higher Education of the Abraham S. Fischler Center for the Advancement of Education at Nova Southeastern University.

American Standard Code for Information Interchange or ASCII is a standard format used between programs, making file sharing easier.

Bill of Rights and Responsibilities for Electronic Learners offers colleges and universities guidelines for appropriate uses of computer networks. The bill was started by the Educational Uses of Information Technology program at EDUCOM. Presently the American Association for Higher Education (AAHE) sponsors the bill. Connolly, a developer of the bill, includes a printed copy of the bill on pages 40 and 41 of his article in the March/April 1994 issue of Change, Volume 26, Number 2, published by AAHE. According to DeLoughry (1994c), copies of the bill also are available by using the gopher or ftp functions to connect with American University.

Electronic Journal or e-journal is a journal disseminated through computer networks and read on a computer screen.

Electronic Mail or e-mail allows people to write to each other through computer networks.

Electronic Network is able to connect a group of machines together so that they may transmit information to each other.

File Transfer Protocol or ftp transfers files between computers.

Gopher is a software product, developed at the University of Minnesota, that enables users to select information from a series of menus for exploration of resources on the Internet. It is being used by many institutions, allowing access to other Gopher servers.

Hypertext allows users to select keywords or links between document text.

Hytelnet, a version of telnet, provides menus that may be used to identify information, including library catalogs and bulletin boards.

Internet is an international network composed of networks, providing electronic communications among users and access to many services.

LIBS is a software used to access Internet resources.

Listserv is a software that provides an automated system of the maintenance of discussion lists.

Moderated Listserv is a listserv overseen by a moderator who makes certain that discussion topics remain focused on the group's interest area(s).

Mosaic is a software that allows users to access specific types of documents, including color graphics and photographs. It is being distributed at no fee on the Internet.

New Horizons in Adult Education is a refereed electronic journal. Its content focuses on current research and ideas in adult education. It is sent to subscribers electronically on AEDNET. Limited hard copies are available by special order. This electronic journal was started by Syracuse University through a W. K. Kellogg Foundation grant and presently is sponsored by Programs for Higher Education of the Abraham S. Fischler Center for the Advancement of Education at Nova Southeastern University.

Telnet allows Internet users to connect to a remote computer through the network. It provides access to library catalogs, databases, and other services.

UNIX is a computer operating system developed by American Telephone and Telegraph Bell Laboratories.

World Wide Web or WWW is an information system that uses hypertext for identifying Internet resources.

Appendix B

Online Query of Listserv Moderators

Introduction: The Programs for Higher Education of Nova Southeastern University has recently assumed the sponsorship of AEDNET, an international adult education listserv network. We are working on the development of this resource, including strategies for enhancements. Consequently, we have developed a survey for listserv moderators. We would appreciate your answering the following questions that focus on the identification of problems and issues related to a moderated listserv.

Please respond by January 28th, 1994, to bethp@alpha.acast.nova.edu or contact Beth Poliner at 305-475-7386 or 1-800-986-3223, ext. 7386, or FAX # 305-452-1409. Results of the survey will be shared with you soon.

Thank you in advance for your participation!

1. Who is your primary interest group on your network and how many subscribers do you have?

2. How long has your network been operating?

Online Query of Listserv Moderators

Page Two

3. What are the problems (e.g., technical, academic, intellectual, ethical, users, information submission, uploading) you encounter in moderating your network and how do you address these problems?

4. Do you have an advisory process for your network? If so, how is it structured and what are its functions?

5. What do you enjoy most about moderating the network?

6. List your staff positions (titles and major tasks) and indicate if they are full-time, part-time or volunteers. Please include the approximate number of hours per week worked by each person.

7. What are the grants, institutional support, or other funds that you have to continue or to expand network activities?

Online Query of Listserv Moderators

Page Three

8. How do you promote the benefits and value of the network within your institution?

9. How do you promote the benefits and value of the network outside your institution?

10. What kinds of information about your network do you share and with whom?

11. How do you share information regarding the network?

12. Do you train users? If so, how do you train them?

13. What types of evaluation(s) have you conducted regarding your network?

14. In your view, how has your network contributed to professional development in the field?

Online Query of Listserv Moderators

Page Four

15. From your institution's perspective, has the network been cost effective? If so, how is this evaluated?

16. How would you improve your network?

17. How many moderators have you had over the life of the network and how long has each moderator usually stayed in the position?

18. How do you stimulate and maintain user interest in the network?

19. How do you deal with problem personalities on the network?

20. What are the strengths, weaknesses, opportunities, and threats related to your network?

Appendix C

Telephone Interviews with Editors of Refereed Electronic Journals

Introduction: The Programs for Higher Education of Nova Southeastern University has recently assumed the sponsorship of the New Horizons in Adult Education, a refereed electronic journal focused on adult education. We are working on the development of this resource, including strategies for enhancements. Since you are the editor of an electronic journal, we would appreciate your answering the following questions that focus on the identification of problems and issues related to refereed electronic journals.

1. Who is your primary interest group for the journal and how many subscribers do you have?

2. How long has your journal been operating?

3. What problems (e.g., technical, academic, intellectual, ethical, users, submissions, uploading) do you encounter as editor of your electronic journal and how do you address these problems?

Telephone Interviews with Editors

Page Two

4. Is there an advisory committee or process structured for your journal? If so, please explain.

5. How is the editorial review board formed and structured? Is their use of electronic mail a requirement?

6. How is your journal funded?

7. Are there grants or other funds to expand your journal?

8. How do you promote the benefits and value of your journal within your institution?

9. How do you promote the benefits and value of your journal outside your institution?

10. How have you staffed your journal?

Telephone Interviews with Editors

Page Three

11. Describe your staff positions, indicating if they are full-time, part-time or volunteers and the approximate number of hours per week each person works.

12. What information about your journal do you share and with whom?

13. How do you share information regarding your journal?

14. Do you train users? If so, how do you train them?

15. What types of evaluation(s) have you conducted regarding the journal?

16. In your view, how has your journal contributed to professional development in the field?

17. From your institution's perspective, has this journal been cost effective? If so, how is this evaluated?

Telephone Interviews with Editors

Page Four

18. How many editors have you had over the life of the journal and how long has each editor remained in the position?

19. How do you make certain that manuscript submission is maintained at an adequate flow?

20. Are you usually able to obtain and to return manuscripts for revisions electronically?

21. How do you deal with copyright issues?

22. Do you have a relationship with any professional organization or paper-based journal? If so, please explain.

23. How are you taking advantage of the electronic features of the online environment to separate your journal from print-based ones?

Telephone Interviews with Editors

Page Five

24. What forms of electronic distribution of your document have you dealt with? Are there format limitations placed upon it by the electronic environment you deal with?

25. How would you improve your journal?

Appendix D

Interviews with Nova Southeastern University Staff Involved with the Network and Electronic Journal

Introduction: The Programs for Higher Education of Nova Southeastern University has recently assumed the sponsorship of AEDNET, an international adult education listserv network, and the New Horizons in Adult Education, a refereed electronic journal. Since you have been involved with these resources, your responses to the following questions would be appreciated to assist in identifying specific problems and issues.

1. What types of problems have you encountered with the network and electronic journal?

2. Would you like to change the advisory committee process and, if so, how?

3. Would you like to change the editorial review process and, if so, how?

4. Do you have any concerns or ideas regarding funding plans for the network and the electronic journal?

Interviews with NSU Staff

Page Two

5. What steps have been taken to promote the benefits and value of the network and the journal within and outside the university?

6. What training processes have been implemented for users?

7. What recommendations do you have regarding the staffing organization of the network and the electronic journal?

8. What information has been shared regarding the network and journal?

9. How has the information about the network and electronic journal been shared?

10. What recommendations do you have regarding the evaluation of the network and the electronic journal?

11. What suggestions do you have for improvements to the network and the electronic journal?

Interviews with NSU Staff

Page Three

12. How do the network and electronic journal benefit the university and the Programs for Higher Education?

13. In your view, how important are the network and the electronic journal in furthering the field of adult education?

14. From the university's perspective, how are the network and the electronic journal cost effective?

15. What are the strengths, weaknesses, opportunities, and threats related to the network and journal?

Appendix E

Panel of Experts for Survey and Operating Plan Validations

1. Dr. Preston Clark, Cornell University, Office of Computer Training, who was formerly a graduate assistant at Syracuse University where he served as moderator and systems operator for AEDNET and an editor for the New Horizons in Adult Education. (Reviewed surveys)

2. Dr. Philip DeTurk, Nova Southeastern University, Dean, Farquhar Center for Undergraduate Studies, who is presently a member of the AEDNET and the New Horizons in Adult Education Implementation Advisory Committee. (Reviewed operating plan)

3. Dr. Daniel V. Eastmond, SUNY Empire State College, Office of Academic Affairs, who was formerly a graduate assistant at Syracuse University where he served as moderator of AEDNET and editor of the New Horizons in Adult Education. (Reviewed surveys)

4. Dr. John Kingsbury, Nova Southeastern University, Faculty, Center for Computer and Information Sciences, who is presently a member of the AEDNET and the New Horizons in Adult Education Implementation Advisory Committee and the New Horizons in Adult Education

Editorial Review Board. (Reviewed surveys and operating plan)

5. Dr. Abbey Manburg, Nova Southeastern University, Director, Ed.D. Program in Child and Youth Studies, Abraham S. Fischler Center for the Advancement of Education, who is presently a member of the AEDNET and the New Horizons in Adult Education Implementation Advisory Committee. (Reviewed operating plan)

6. Dr. Al Mizell, Nova Southeastern University, Director of Instructional Technology, Abraham S. Fischler Center for the Advancement of Education, who is presently a member of the AEDNET and the New Horizons in Adult Education Implementation Advisory Committee. (Reviewed surveys and operating plan)

7. Dr. Mary Rafferty, Nova Southeastern University, Faculty, School of Business and Entrepreneurship, who reviewed surveys.

8. Dr. Steve Terrell, Nova Southeastern University, Faculty, Center for Computer and Information Sciences, who reviewed surveys and the operating plan.

Appendix F

OPERATING PLAN FOR IMPLEMENTATION AND EVALUATION OF AEDNET AND THE NEW HORIZONS IN ADULT EDUCATION AT NOVA SOUTHEASTERN UNIVERSITY

Elizabeth A. Poliner

Nova Southeastern University
Fischler Center for the Advancement of Education
Programs for Higher Education
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INTRODUCTION

During June of 1993, the Programs for Higher Education (PHE) at Nova Southeastern University (NSU) assumed sponsorship of the Adult Education Network (AEDNET) and the New Horizons in Adult Education electronic journal from Syracuse University. This was NSU's first effort to sponsor a network or refereed electronic journal. PHE administrators want to be assured that the network and electronic journal are implemented, expanded, improved, and enhanced to meet the needs of the adult education program and the wider adult education community. Consequently, the problems and issues surrounding this sponsorship deserved serious attention and research.

The author was approved to conduct a major applied research project related to the implementation and evaluation of academic networks and electronic journals. The major purpose of the study was to develop an operating plan that would provide the most appropriate implementation and evaluation strategies for this second year of implementation.

The strategies shared in this plan are based on the results of literature reviews, and survey responses of listserv moderators, electronic journal

editors, and NSU staff who are involved with the network and journal. The strategies also are based on the author's observations as a participant in the transfer and initial implementation phase.

The following actions already have been taken to begin the implementation stage for the network and electronic journal:

1. Listserv software has been obtained. This software has been used by the university's academic computing department to transfer the AEDNET subscribers' list from Syracuse University to NSU.

2. Staff selections for the implementation phase have been made. The staff members include a project director, a technical advisor, a network moderator, and an editor in chief and an associate editor for the journal.

3. An Implementation Advisory Committee has been developed. The members of this committee are NSU administrators and faculty, representing several academic centers within the university. This committee held meetings in May and July of 1993, to provide assistance in planning for the transfer of the network and electronic journal from Syracuse

University to NSU. The project director serves as the chairperson of the advisory committee.

4. The network moderator, with assistance from the technical advisor, has learned to receive, to screen, and to forward messages on the listserv.

5. The network moderator, the technical advisor, and the project director created a network message that explains commands for subscribing, accessing special files, and unsubscribing. Commands also are included for accessing past issues of the journal. The network moderator provides other commands to subscribers and updates the welcome message as needed.

6. Editorial Review Board members for the journal have been selected from various universities. Two graduate students are included as members.

7. Issues of New Horizons in Adult Education were published at NSU during March and June of 1994.

8. An information sheet has been developed regarding the network and the electronic journal. The Implementation Advisory Committee members have recommended changes for this flyer.

9. The network moderator and the technical advisor are working on upgrades for AEDNET, including gopher and World Wide Web access.

The aforementioned list indicates that many activities have taken place in this first year of PHE's sponsorship of the network and journal. However, future changes should be based on the needs of the subscribers, so that the network and electronic journal provide them with the most appropriate quality, contents, and usefulness, along with the most appropriate technological access.

MISSION

The mission of AEDNET and the New Horizons in Adult Education focuses on the application of technology in the support of learning related to adult education. AEDNET and the New Horizons in Adult Education are sponsored by the Programs for Higher Education of the Abraham S. Fischler Center for the Advancement of Education at Nova Southeastern University. Through the use of listserv software and access to the Internet, the AEDNET staff is able to share information related to adult education with subscribers throughout the nation and the world.

GOALS

AEDNET and the New Horizons in Adult Education enable the Programs for Higher Education of the Abraham S. Fischler Center for the Advancement of Education at Nova Southeastern University to achieve the following goals:

1. Provide opportunities for increased international collaborative work within adult education.

2. Provide an alternative means for publication of university sponsored articles and journals.

3. Further Nova Southeastern University's strategic plan which "...fosters an atmosphere of creativity and innovation utilizing technology where appropriate" (1993, p. 3).

4. Provide increased opportunities for Nova Southeastern University's adult education students and faculty, as well as those in other Nova field-based programs, to communicate, to share and to publish.

5. Increase the reputation and visibility of Nova Southeastern University, and the Programs for Higher Education, as a leader in adult education in the society.

OBJECTIVES

1. Provide training for the project's staff, so that services provided are of the highest quality.

2. Provide training for subscribers, so that access to the network and journal is easy and meets the needs of the subscribers.

3. Provide consultation services regarding individual needs of subscribers.

4. Provide current resources to AEDNET and New Horizons in Adult Education subscribers.

5. Continue expansion of the network to new subscribers.

6. Develop and update information materials based on the needs of the populations being served.

7. Maintain quality control systems regarding all services through on-going review procedures.

8. Investigate, select, and evaluate additional services appropriate for the needs of the populations being served.

9. Investigate grants related to academic electronic networks and journals.

10. Develop a budget and maintain management procedures that are related directly to the objectives and goals.

EVALUATION PLANS

7/94 - 9/94

Objectives: See page 9, #6, #7, #8, #10.

Major Purpose: More information about subscribers, including computer equipment, methods of access, and areas of interest related to adult education, is needed, so that improvements are based on their needs.

Plan:

1. Survey new AEDNET subscribers, after 30 days, regarding computer equipment, access, and usefulness.

10/94 - 12/94

Objectives: See page 9, #7, #8, #10.

Major Purpose: Authors and editorial review board members will have an opportunity to identify initial improvements for the electronic journal by reviewing the article submission and review process.

Plan:

1. Survey authors of New Horizons in Adult Education articles regarding manuscript guidelines and the review process.

2. Survey the editorial review board regarding quality of papers and the review process.

1/95 - 3/95

Objectives: See page 9, #4, #6, #7, #8, #10.

Major Purpose: Subscribers will have an opportunity to identify changes regarding the contents and delivery of the electronic journal.

Plan:

1. Survey subscribers regarding quality of contents and delivery of electronic journal issues.

4/95 - 6/95

Objectives: See page 9, #4, #6, #7, #8, #10.

Major Purpose: Subscribers and advisory board members will have an opportunity to identify changes needed in regard to the usefulness of the network.

Plan:

1. Survey subscribers and advisory board regarding usefulness of the network.

IMPLEMENTATION AREAS

The implementation areas are based on results of research conducted. The areas of marketing, technology, staff/training/committees, and funding proved to be important components for the function, implementation, enhancement, and continuation of academic electronic networks and journals.

When following the plans presented for these areas, further investigations will be necessary. For example, the marketing strategies will require the development of lists and dates for appropriate conferences and meetings.

Although research results indicated that most academic networks and journals are funded by their own institutions or affiliated associations, the writing of a concept paper for possible funding is included. The funding strategies will require submitting a concept paper to appropriate foundations and grants, such as the W. K. Kellogg Foundation or the Department of Education Fund for the Improvement of Postsecondary Education. Other possible funds could be acquired through subscription fees or by allowing appropriate paid advertisements in the electronic journal.

Marketing

7/94 - 9/94

1. Complete updated 4-sided flyer with insert regarding the Online Chronicle of Distance Education and Communication.

2. Advertise with the Online Chronicle of Distance Education and Communication in The Chronicle of Higher Education, Education Week, Journal of Distance Education, and Canadian Journal of Distance Education.

3. Share flyer and sample paper copies of network messages and journal issues with participants at the PHE Summer Institute.

4. Submit a news release on the network and electronic journal for the NSU alumni newsletter. Include subscription information and contact persons.

10/94 - 12/94

1. Initiate quarterly brown bag luncheons to acquaint NSU faculty and staff with the network and electronic journal.

2. Advertise the network and electronic journal in Internet guides and lists.

3. Share information, including flyers, at professional conferences, such as the American Association for Adult and Continuing Education (AAACE), the Association for Continuing Higher Education (ACHE), and the Council for Adult and Experiential Learning (CAEL).

4. Organize network and journal staff to develop an article or articles on the past, present, and future of AEDNET and the New Horizons in Adult Education. Publish in our theme issue on technology and adult education and submit to other appropriate publications.

1/95 - 3/95

1. Plan and present quarterly brown bag luncheon to acquaint/update NSU faculty and staff with the network and electronic journal.

2. Continue advertising the network and electronic journal in Internet guides and lists.

3. Continue promoting the network and electronic journal at professional conferences and meetings.

4/95 - 6/95

1. Plan and present quarterly brown bag luncheon to acquaint/update NSU faculty and staff with the network and electronic journal.

2. Continue advertising the network and electronic journal in Internet guides and lists.

3. Continue promoting the network and electronic journal at professional conferences and meetings.

Technology

7/94 - 9/94

1. Review AEDNET messages regarding welcome, help, postpone, etc., for clarity and brevity. Make revisions.

10/94 - 12/94

1. Review summer survey results regarding computer equipment used by new subscribers. Develop a list of possible changes and upgrades based on the survey results.

2. Develop a list of possible changes and upgrades based on new technology. Consider adding graphics to electronic journal.

1/95 - 3/95

1. Initiate changes and upgrades based on survey results and new technology.

4/95 - 6/95

1. Continue implementing changes and upgrades based on survey results and advances in technology.

Staff/Training/Committees

7/94 - 9/94

1. Review job responsibilities and appropriate compensations for the network moderator, technical advisor/systems administrator, journal editor in chief, journal associate editor, copy editor, and project director.

2. Select and train a PHE graduate student to assist the AEDNET moderator. This person will assist with daily network activities, as needed, and substitute for the moderator at various times.

3. Select and train a PHE graduate student to assist the editors of the New Horizons in Adult Education. This person will assist with editing tasks and other duties as assigned by the editors.

4. At the PHE summer institute, request that the adult education PHE faculty discuss and recommend four names of well known adult educators, outside of NSU, who may be interested in serving on the advisory committee for the network and electronic journal.

10/94 - 12/94

1. Invite the adult educators, who were selected by the PHE adult education faculty, to begin participation in the Advisory Committee meetings.

1/95 - 3/95

1. Survey staff to assess workloads. Make appropriate changes based on these assessments.

4/95 - 6/95

1. Develop plans for the next fiscal year. Make requests for more staff based on increased work activities.

Funding

7/94 - 9/94

1. Develop a concept paper for funding. Include information on the problem, how it will be addressed, the costs involved, the period of time, the evaluation plan, and how it would be sustained.

10/94 - 12/94

1. Submit the concept paper to appropriate foundations and grants for possible funding.

1/95 - 3/95

1. If no funding is acquired, develop a new list of possible funding sources and investigate their requirements. Revise the concept paper based on information obtained.

4/95 - 6/95

1. If no funding is acquired, develop a budget for the new fiscal year. Determine if PHE will be able to continue support for the network and the electronic journal without additional funding.

RECOMMENDATIONS

The evaluation plans and implementation areas presented in this operating plan are recommended to be utilized during the 1994 through 1995 academic year. However, these strategies need the review and participation of the network and electronic journal staff, as well as the members of the Implementation Advisory Committee. At the committee meeting during March of 1994, it was suggested that if outside funding was sought, a subcommittee could be formed to work on the proposal. It appears that other subcommittees should be considered for development of surveys, for interpreting and reporting survey results, for identifying appropriate technological changes based on participant responses, for assisting with the marketing plan, and for staff/training improvements. These subcommittees could be based on the areas indicated within this plan.

The proposed plans are summarized in implementation schedules on the following pages. Activities and responsible persons are identified. A proposed implementation schedule for the 1995 through 1996 academic year also is included.

It is hoped that this operating plan provides an organized process for the continuation of PHE's network and electronic journal. This process should enable staff to make valuable enhancements for network and journal subscribers, while also allowing PHE administrators to assess the benefits of continuing sponsorship.

IMPLEMENTATION SCHEDULE FOR SUMMER, 1994

Activity	Responsible Person(s)
1. Develop and distribute survey for new subscribers	Project Staff
2. Complete new flyer	Moderator and Project Director
3. Advertise with Online Chronicle	Project Director
4. Distribute new flyer for NSU summer institutes	Project Director
5. Submit news release	Project Director
6. Review job work loads and compensations	Program and Project Directors
7. Select and train assistant for moderator	Moderator
8. Select and train assistant for editors	Journal Editors
9. Adult education faculty select advisory members	Journal Editors
10. Revise welcome message	Moderator
11. Begin concept paper	Project Staff

IMPLEMENTATION SCHEDULE FOR FALL, 1994

Activity	Responsible Person(s)
1. Develop and distribute survey for journal authors	Editors and Project Director
2. Develop and distribute survey to editorial board	Editors and Project Director
3. Initiate brown bag update luncheon	Project Staff
4. Advertise in Internet guides and lists	Project Staff
5. Share information at conferences and meetings	Project Staff and Advisory Committee
6. Work on project article	Project Staff
7. Develop list of possible changes (from survey results)	Project Staff
8. Develop list of upgrades based on new technology	Technical Advisor and Moderator
9. Invite new members to Advisory meeting	Project Director
10. Complete and submit concept paper	Project Staff

IMPLEMENTATION SCHEDULE FOR WINTER, 1995

Activity	Responsible Person(s)
1. Develop and distribute survey to subscribers regarding journal	Project Staff
2. Plan and present brown bag update luncheon	Project Staff
3. Continue advertising in Internet guides and lists	Project Staff
4. Initiate appropriate technical changes	Technical Advisor and Moderator
5. Assess staff work loads	Project Director
6. If no funding is acquired, revise concept paper for other submissions	Project Staff

IMPLEMENTATION SCHEDULE FOR SPRING, 1995

Activity	Responsible Person(s)
1. Develop and distribute survey to subscribers and advisory board on usefulness of network	Project Staff
2. Plan and present brown bag update luncheon	Project Staff
3. Continue advertising in Internet guides and lists	Project Staff
4. Continue implementing changes and upgrades based on survey results and new technology	Technical Advisor and Moderator
5. Develop plans for next fiscal year	Project Staff and Advisory Committee
6. If no funding is acquired, develop budget for new fiscal year. Determine if PHE will be able to continue support.	Project Director, Program Director, and Program Associate Director

IMPLEMENTATION SCHEDULE for 1995 - 1996

Activity	Responsible Person(s)
1. Develop list of changes from survey results on usefulness of network and present to Advisory Committee for consideration	Project Director and Advisory Committee
2. Implement approved changes	Project Staff
3. Continue advertising in Internet guides/lists	Project Staff
4. Continue promoting at conferences and meetings	Project Staff and Advisory Committee
5. Develop and distribute a brief survey to subscribers to be used for assessing usefulness, quality, and clarity of the network and journal	Project Staff
6. Assess staff work loads and make changes, as needed	Project Director

Appendix G

Listserv Moderators' Survey Responses

Moderator #1

1. Who is your primary interest group on your network and how many subscribers do you have?

I administer two mailing lists, each has about 120 subscribers. One is gymnasts and fans, the other is twins/triplets and parents thereof.

2. How long has your network been operating?

1.5 years

3. What are the problems (e.g., technical, academic, intellectual, ethical, users, information submission, uploading) you encounter in moderating your network and how do you address these problems?

We have only had one problem, with a user posting inappropriate and offensive materials. The problem was addressed by sending private mail to the member and asking him to adhere to some guidelines. We have had no other problems. If necessary, I'd remove a name from the list.

There are also technical details of removing dead addresses from the lists so that people don't get bounce messages all the time. I usually have one subscriber save up bounce messages for me, and I delete

the dead addresses if the problems persist and seem permanent.

4. Do you have an advisory process for your network? If so, how is it structured and what are its functions?

No

5. What do you enjoy most about moderating the network?

That it exists, (it wouldn't without my contribution)

6. List your staff positions (titles and major tasks) and indicate if they are full-time, part-time or volunteers. Please include the approximate number of hours per week worked by each person.

For the twins list there is just me, the list administrator (volunteer 1 hr/week)

For the gymnastics list, we have a lot of volunteers to do different stuff:

- List Administrator
  - responds to subscribe/unsubscribe requests
  - compiles and sends out digest
  - deals with bouncing problems
  - helps decide policy issues
  - 2-3 hours/week
  - publicity
- Forum Manager
  - enforces policy issues

organizes other volunteers

publicity

liaison to gymnastics and news organizations

maintains ftp site

runs trivia contests

probably averages 5 hours per week

- Assistant Forum Manager

helps with above duties

probably 2-3 hours per week

We also have a volunteer to maintain a calendar and a list of important addresses; one to work on a FAQ, one to maintain a file of members' introductions and a file of publications recommendations, and one to post meet results. Probably each of these is about one hour per week.

7. What are the grants, institutional support, or other funds that you have to continue or to expand network activities?

n/a

8. How do you promote the benefits and value of the network within your institution?

n/a

9. How do you promote the benefits and value of the network outside your institution?

n/a

10. What kinds of information about your network do you share and with whom?

11. How do you share information regarding the network?

Advertise the availability in various Internet guides and lists

12. Do you train users? If so, how do you train them?

No

13. What types of evaluation(s) have you conducted regarding your network?

None

14. In your view, how has your network contributed to professional development in the field?

No

15. From your institution's perspective, has the network been cost effective? If so, how is this evaluated?

n/a

16. How would you improve your network?

Get more subscribers.

17. How many moderators have you had over the life of the network and how long has each moderator usually stayed in the position?

The lists are not moderated. Administration of the

gymn list has expanded, but the initial people are still there.

18. How do you stimulate and maintain user interest in the network?

Just continuing to have interesting info on the list.

19. How do you deal with problem personalities on the network?

Discussed above.

20. What are the strengths, weaknesses, opportunities, and threats related to your network?

Moderator #2

1. Who is your primary interest group on your network and how many subscribers do you have?

Teachers and others involved in the teaching of English as a second or foreign language

3000 subscribers

2. How long has your network been operating?

Since May, '91

3. What are the problems (e.g., technical, academic, intellectual, ethical, users, information submission, uploading) you encounter in moderating your network and how do you address these problems?

We have an unmoderated list. Most of our problems concern too much traffic, undelivered mail (delivery errors), people who try to use the net for commercial

purposes. Solutions: We encourage use of the digest and index options, and we do not have reply to the list (it's reply to the individual). For errors, we have four of us share the work. Commercial posters get an earful both on the net and in private, and we set a filter to make sure that they can never post again.

4. Do you have an advisory process for your network? If so, how is it structured and what are its functions?

I don't understand the question.

5. What do you enjoy most about moderating the network?

Our network is NOT moderated, but what I enjoy about running the list is seeing it grow and watching the discussions blossom and knowing that my efforts have made it possible.

6. List your staff positions (titles and major tasks) and indicate if they are full-time, part-time or volunteers. Please include the approximate number of hours per week worked by each person.

What "staff positions"? We have a project director (me) and I spend about one hour a day on the technical aspects of the list, but I also write a lot of articles about it, and present at conferences, and that takes up a lot of my time. Whoever is taking care of errors and

questions can take up to three hours a day doing it, seven days a week; that's why we share the job.

7. What are the grants, institutional support, or other funds that you have to continue or to expand network activities?

I have a grant from the Department of Education, Fund for the Improvement of Post Secondary Education (FIPSE)

8. How do you promote the benefits and value of the network within your institution?

Talk to lot of people, show them my articles, try to get them all online, present at conferences and have the school pay the bill!

9. How do you promote the benefits and value of the network outside your institution?

See above.

10. What kinds of information about your network do you share and with whom?

11. How do you share information regarding the network?

12. Do you train users? If so, how do you train them?

We have a very lengthy welcome message and we also run a help line.

13. What types of evaluation(s) have you conducted regarding your network?

We survey all new members after the first 30 days of membership, and we conduct an evaluation survey of all members once a year.

14. In your view, how has your network contributed to professional development in the field?

Immeasureably! It has given people a chance to share. They can download handouts from conferences and even the whole conference program book. It has encouraged members of my profession to get online.

15. From your institution's perspective, has the network been cost effective? If so, how is this evaluated?

My institution is interested in the prestige of the grant and in the fact that the State Department of Education is involved now.

16. How would you improve your network?

I'd spend more time on the archives (getting more articles).

17. How many moderators have you had over the life of the network and how long has each moderator usually stayed in the position?

I started the list and still run it. There are three other people who work on it steadily, and they have been at it for two years each. We have also had a

series of grad students and computer science students help with the errors.

18. How do you stimulate and maintain user interest in the network?

I sometimes post items designed to provoke discussion.

19. How do you deal with problem personalities on the network?

I don't. If you do nothing, they will go away. I have never kicked anyone out. I sometimes write privately and ask them to consider the feelings of other people.

20. What are the strengths, weaknesses, opportunities, and threats related to your network?

Don't know.

Moderator #3

1. Who is your primary interest group on your network and how many subscribers do you have?

Have 15 listservs, ranging from 100 to 800 subscribers. EDPOLYAN has 800 subscribers.

2. How long has your network been operating?

Four years

3. What are the problems (e.g., technical, academic, intellectual, ethical, users, information submission, uploading) you encounter in moderating your network and how do you address these problems?

No problems

4. Do you have an advisory process for your network? If so, how is it structured and what are its functions?

No

5. What do you enjoy most about moderating the network?

6. List your staff positions (titles and major tasks) and indicate if they are full-time, part-time or volunteers. Please include the approximate number of hours per week worked by each person.

Only myself on EDPOLYAN

Four other AERA people are co-owners.

7. What are the grants, institutional support, or other funds that you have to continue or to expand network activities?

None; using computer systems from Arizona State University; do work at home, too.

8. How do you promote the benefits and value of the network within your institution?

9. How do you promote the benefits and value of the network outside your institution?

Announcements in other lists, publish in Educational Researcher.

10. What kinds of information about your network do you share and with whom?

Announcements in other lists, publish in Educational Researcher.

11. How do you share information regarding the network?

Announcements in other lists, publish in Educational Researcher.

12. Do you train users? If so, how do you train them?

Have welcome message. Show colleagues and students.

13. What types of evaluation(s) have you conducted regarding your network?

Too many surveys are being sent on Internet. This has been discussed on AERA-D.

14. In your view, how has your network contributed to professional development in the field?

Don't know.

15. From your institution's perspective, has the network been cost effective? If so, how is this evaluated?

No idea

16. How would you improve your network?

Topics feature is a new feature of the listserv software, but difficult for users.

17. How many moderators have you had over the life of the network and how long has each moderator usually stayed in the position?

I have been the only moderator on EDPOLYAN.

18. How do you stimulate and maintain user interest in the network?

Postings are interesting. There are a couple dozen postings a day.

19. How do you deal with problem personalities on the network?

I have thrown some off. I have unsubscribed them on four occasions.

20. What are the strengths, weaknesses, opportunities, and threats related to your network?

The strengths are the subscribers.

Appendix H

Electronic Journal Editors' Telephone Interview Responses

Editor #1

January 18, 1994

1. Who is your primary interest group for the journal and how many subscribers do you have?

The subscribers are academics (graduate students and faculty) in math sciences and geographical sciences. There are 100 direct subscribers, but forwarded to other people. Also, there is access through anonymous ftp and gopher.

2. How long has your journal been operating?

The journal has been operating since June of 1990.

3. What problems (e.g., technical, academic, intellectual, ethical, users, submissions, uploading) do you encounter as editor of your electronic journal and how do you address these problems?

Integrating graphics file with the text file, getting good manuscripts, and archiving are problems.

4. Is there an advisory committee or process structured for your journal? If so, please explain.

No

5. How is the editorial review board formed and structured? Is their use of electronic mail required?

The editorial review board sets policies. All members use electronic mail, but it is not a requirement. They are selected by expertise. There are about 10 members. Two members were added in the last year and one half, with all others from the original board.

6. How is your journal funded?

I fund it personally. It doesn't cost much. The University of Chicago Press donates typesetting services. It is submitted as ASCII file.

7. Are there grants or other funds to expand your journal?

No

8. How do you promote the benefits and value of your journal within your institution?

I promote the journal at professional meetings in geography and mathematics. I gave talks on our journal at American Math Meetings. I have been interviewed and there was a full page in Science News.

9. How do you promote the benefits and value of your journal outside your institution?

Flyers in paper form are used.

10. How have you staffed your journal?

I am the main person.

11. Describe your staff positions, indicating if they are full-time, part-time or volunteers and the

approximate number of hours per week each person works.
I work about 10 hours per week on the journal. There is a flurry of activities twice a year.

12. What information about your journal do you share and with whom?
It is harder to market in electronic format. Could send out more flyers.

13. How do you share information regarding your journal?

14. Do you train users? If so, how do you train them?
There is some online training. People send me e-mail and I tell them how to download files, etc.

15. What types of evaluation(s) have you conducted regarding the journal?
I receive feedback through e-mail.

16. In your view, how has your journal contributed to professional development in the field?
People are willing to submit work. It contributes as to where things can go in the future.

17. From your institution's perspective, has this journal been cost effective? If so, how is this evaluated?
I am a faculty person in the School of Natural Resources and Environment at the University of Michigan.

18. How many editors have you had over the life of the journal and how long has each editor remained in the position?

One

19. How do you make certain that manuscript submission is maintained at an adequate flow?

I make sure that I have a couple to put in if need be. I ask the review board. Submissions are getting better.

20. Are you usually able to obtain and to return manuscripts for revisions electronically?

There is a variety of hard copy and diskette or e-mail.

21. How do you deal with copyright issues?

It is available in hard copy.

22. Do you have a relationship with any professional organization or paper-based journal? If so, please explain.

No

23. How are you taking advantage of the electronic features of the online environment to separate your journal from print-based ones?

The turn around time in processing is faster. Typesetting costs are tremendously lower.

24. What forms of electronic distribution of your document have you dealt with? Are there format

limitations placed upon it by the electronic environment you deal with?

An electronic typeset file is transmitted. Stored easily in libraries. Internet, gopher, and ftp are being used. Limitations include problems with the width. Sixty-six characters or less go through smoothly or otherwise they are truncated or split. Another limitation is file size. Some people can receive only 25000 characters or less.

25. How would you improve your journal?

Improvements include increasing manuscripts and finding a good way to integrate graphics with text.

Editor #2

January 13, 1994

1. Who is your primary interest group for the journal and how many subscribers do you have?

The subscribers are interested in computer-mediated communications, instructional design, and interpersonal computers. The authors are mostly faculty/professors of communications. The readership are mostly professors/faculty and staff. There is only one other subscriber from Georgetown University. IPCTL is a discussion list with 1,103 subscribers from 45 countries. IPCTJ is mainly for libraries (can get

tables of contents with abstracts) with 1,131 subscribers from 41 countries.

2. How long has your journal been operating?

The journal has been operating since January of 1993. There have been four issues.

3. What problems (e.g., technical, academic, intellectual, ethical, users, submissions, uploading) do you encounter as editor of your electronic journal and how do you address these problems?

I will send you an article that I wrote, regarding credibility, accessibility, and permanence problems.

4. Is there an advisory committee or process structured for your journal? If so, please explain.

Three or four people from the editorial review board serve as an advisory committee, working with the editor in chief and the publisher.

5. How is the editorial review board formed and structured? Is their use of electronic mail a requirement?

There are 25 to 30 members on the editorial review board. No particular tenure was told to them, but thought they would do three years. Submissions go to the editor. They must meet the scope and content of the journal. If accepted, sent to publisher (me) who looks it over. I send an acceptance letter to the

author and a letter for signature stating it is original work. We have first publishing right and the author retains copyright after that. We suggest that if the author publishes it again, a note should read that it was first printed in our journal.

6. How is your journal funded?

Georgetown University covers it.

7. Are there grants or other funds to expand your journal?

No

8. How do you promote the benefits and value of your journal within your institution?

The campus newspaper is used.

9. How do you promote the benefits and value of your journal outside your institution?

Announcements are made on educational technology and library lists.

10. How have you staffed your journal?

We have a publisher, an editor in chief, a managing editor, a technical expert (large technical concerns), a systems operator (day-to-day problems), and an editorial review board.

11. Describe your staff positions, indicating if they are full-time, part-time or volunteers and the approximate number of hours per week each person works.

Staff positions are part-time. Staff members are employed full-time by Georgetown University in other positions, except for one person at Pennsylvania State. I am the head of the Center for Teaching and Technology at Georgetown. I have no idea about the hours, as they vary according to publishing. January, April, July, and October are the busiest months due to publications. The editor-in-chief works with the review board. The managing editor does formatting. The publisher gets final articles to be accepted for publication.

12. What information about your journal do you share and with whom?

The journal is shared through participation in electronic publishing conferences.

13. How do you share information regarding your journal?

I look for opportunities to speak at conferences, such as AECT. We promote electronic publishing in general, with examples used from our journal.

14. Do you train users? If so, how do you train them?

Training is not a big issue. The first journal issue had an article about the listserv, discussing technical problems.

15. What types of evaluation(s) have you conducted regarding the journal?

None, but I have gotten positive feedback from subscribers online. We could do a brief survey or discussion on IPCTL. I would not send a survey out on IPCTJ.

16. In your view, how has your journal contributed to professional development in the field?

Electronic journals are more timely and efficient than print journals.

For example, publishing in a print journal is a more lengthy process and topics or information may change within that time.

17. From your institution's perspective, has this journal been cost effective? If so, how is this evaluated?

There is no problem, so far. There has been no evaluation.

18. How many editors have you had over the life of the journal and how long has each editor remained in the position?

There has been one editor. Five or six staff people have been constant. A few reviewers were dropped for not responding.

19. How do you make certain that manuscript submission is maintained at an adequate flow?

There is no problem. A call for papers is made online only.

20. Are you usually able to obtain and to return manuscripts for revisions electronically?

Yes

21. How do you deal with copyright issues?

The author signs the letter sent by the publisher. I developed the letter with assistance from the university counsel and the law library.

22. Do you have a relationship with any professional organization or paper-based journal? If so, please explain.

No. The editor-in-chief is opposed to this. I am ambivalent. We could be supported by membership. They would want some editorial privileges.

23. How are you taking advantage of the electronic features of the online environment to separate your journal from print-based ones?

The journal resembles a print-based journal. This is a time of transition, building readership. We are keeping it simple for now in ASCII format.

24. What forms of electronic distribution of your document have you dealt with? Are there format limitations placed upon it by the electronic environment you deal with?

The journal is accessed on e-mail, gopher, or ftp. It is published in ASCII format. The journal issues are five to seven articles. The articles are in APA style, 15 to 20 double-spaced pages. Print journals have more limitations. Electronic journals have more flexibility, with no space limitations.

25. How would you improve your journal?

As technology becomes more widespread, we may publish in postscript. This could dramatically increase time. The journal is not now on CD-ROM or floppy disk.

Editor #3

February 7, 1994

1. Who is your primary interest group for the journal and how many subscribers do you have?

There are 3000 subscribers in 37 countries. Most subscribers are university people.

2. How long has your journal been operating?

It was started in the spring and summer of 1989. The first issue was in March of 1991.

3. What problems (e.g., technical, academic, intellectual, ethical, users, submissions, uploading) do you encounter as editor of your electronic journal and how do you address these problems?

There is not time to beat drum for submission, editing,

distribution, archiving, etc. Four percent dummy addresses cause corrections.

4. Is there an advisory committee or process structured for your journal? If so, please explain.

We have a board of advisors. They have occasional electronic communications on what should we be doing.

5. How is the editorial review board formed and structured? Is their use of electronic mail a requirement?

The review board is a volunteer group of consulting editors, who do not always have time. Submissions are sent to all of them and we receive readers reports from no fewer than four of them.

6. How is your journal funded?

The work gets done for free. The journal is university supported and department sponsored. The vice president for research gave equipment, with enough storage capacity.

7. Are there grants or other funds to expand your journal?

No

8. How do you promote the benefits and value of your journal within your institution?

There is little opportunity. I have been on committees and university task forces.

9. How do you promote the benefits and value of your journal outside your institution?

I spoke at ASIS in November of 1992. It is promoted on the Internet. Most of the promotion is in the fantasy stage.

10. How have you staffed your journal?

We have an editor and a managing editor.

11. Describe your staff positions, indicating if they are full-time, part-time or volunteers and the approximate number of hours per week each person works.

I work on the journal about four hours a week and the managing editor works five hours a week. The managing editor is a graduate student, who is doing an internship in connection with English studies.

12. What information about your journal do you share and with whom?

We should have done a survey and publicity, etc. A little more support would help.

13. How do you share information regarding your journal?

We have done promoting recently. We sent out a file of cumulative table of contents and abstracts to 10 to 15 lists. We had an increase in subscriptions.

14. Do you train users? If so, how do you train them?

No. It is implicit in the delivery. Anyone who can do the fairly simple listserv subscription has to know e-mail, using keep, read, or delete.

15. What types of evaluation(s) have you conducted regarding the journal?

We did a survey on how people access - the equipment they use. The survey was part of an issue. Late last year, I published the results. There were a lot of Windows users.

16. In your view, how has your journal contributed to professional development in the field?

It is mentioned by others. People pay attention to it.

17. From your institution's perspective, has this journal been cost effective? If so, how is this evaluated?

The journal is published.

18. How many editors have you had over the life of the journal and how long has each editor remained in the position?

There has been one editor.

19. How do you make certain that manuscript submission is maintained at an adequate flow?

I go to consulting editors and ask them to spread the word. Requests are made through e-mail and word of

mouth. We keep hoping that good things come along. My time goes to improve the quality of submissions.

20. Are you usually able to obtain and to return manuscripts for revisions electronically?

We don't touch paper. It is all electronic.

21. How do you deal with copyright issues?

Our journal is hardly the first academic research to share. We've been trapped in the role of treating anything tangible as property. We register all issues, right protected and can not be tampered with.

22. Do you have a relationship with any professional organization or paper-based journal? If so, please explain.

23. How are you taking advantage of the electronic features of the online environment to separate your journal from print-based ones?

I am doing everything that I possibly can.

24. What forms of electronic distribution of your document have you dealt with? Are there format limitations placed upon it by the electronic environment you deal with?

Can deal only with ASCII.

25. How would you improve your journal?

I would like more time, money, effort, and promotion.

Editor #4

January 12, 1994

1. Who is your primary interest group for the journal and how many subscribers do you have?

The primary interest group is faculty and teachers, who want to improve teaching and learning. There are 400 subscribers.

2. How long has your journal been operating?

The journal has been operating since 1990.

3. What problems (e.g., technical, academic, intellectual, ethical, users, submissions, uploading) do you encounter as editor of your electronic journal and how do you address these problems?

The problems include the use of graphics, electronic submissions, and telephones in faculty offices for computer use.

4. Is there an advisory committee or process structured for your journal? If so, please explain.

No

5. How is the editorial review board formed and structured? Is their use of electronic mail a requirement?

There are approximately 75 reviewers within the United States. We change reviewers every three years. Some

do continue beyond three years. Electronic mail is not required.

6. How is your journal funded?

The subscription fees are $35.00 for individual subscriptions and $55.00 for institutional subscriptions.

7. Are there grants or other funds to expand your journal?

No

8. How do you promote the benefits and value of your journal within your institution?

A lot of copies are given away.

9. How do you promote the benefits and value of your journal outside your institution?

We promote through the Northeast Regional Computing Program Association, conferences, and the reviewers.

10. How have you staffed your journal?

We have five people.

11. Describe your staff positions, indicating if they are full-time, part-time or volunteers and the approximate number of hours per week each person works.

All five people are part-time. The editor spends a lot of extra time on weekends and nights on the journal. The other staff members include an associate editor, a

book editor, a software editor, and students who help a few hours each.

12. What information about your journal do you share and with whom?

We have a brochure.

13. How do you share information regarding your journal?

We need marketing people. We tried to use a student to market, but it didn't work out. We need a person with a Ph.D.

14. Do you train users? If so, how do you train them?

No

15. What types of evaluation(s) have you conducted regarding the journal?

None

16. In your view, how has your journal contributed to professional development in the field?

17. From your institutions perspective, has this journal been cost effective? If so, how is this evaluated?

The journal pays for itself.

18. How many editors have you had over the life of the journal and how long has each editor remained in the position?

I have been the only editor.

19. How do you make certain that manuscript submission is maintained at an adequate flow?

So far, it has been okay. I have had editorial review board members ask for articles and check for content. There are fewer and better quality submissions this way.

20. Are you usually able to obtain and to return manuscripts for revisions electronically?

No

21. How do you deal with copyright issues?

It goes back to authors. There may be a problem with the electronic version.

22. Do you have a relationship with any professional organization or paper-based journal? If so, please explain.

No

23. How are you taking advantage of the electronic features of the online environment to separate your journal from print-based ones?

We plan to have color. We would like to put it in hypertext format.

24. What forms of electronic distribution of your document have you dealt with? Are there format limitations placed upon it by the electronic environment you deal with?

We plan to access the electronic version on the University of Massachusetts gopher system.

25. How would you improve your journal?

Readership should increase electronically. Some authors would prefer the hard copy and may not submit when the journal goes electronic.

Editor #5

January 24, 1994

1. Who is your primary interest group for the journal and how many subscribers do you have?

The primary interest group is engineers in the field of modal analysis. There are approximately 100 subscribers online.

2. How long has your journal been operating?

This is a print journal. About two years ago, we tried on an experimental basis, to send out abstracts of articles electronically.

3. What problems (e.g., technical, academic, intellectual, ethical, users, submissions, uploading) do you encounter as editor of your electronic journal and how do you address these problems?

The major problem was transmitting multi-level full equations with complex figures and tables. For example, accents appeared as dollar signs.

4. Is there an advisory committee or process structured for your journal? If so, please explain.

No

5. How is the editorial review board formed and structured? Is their use of electronic mail a requirement?

There is an editorial review board used for the print journal. Articles are sent to three reviewers.

6. How is your journal funded?

Some funds are from the Society for Experimental Mechanics and the rest are from Virginia Polytech. Subscribers are charged subscription fees of $70.00 for an individual membership and $100.00 for an institutional membership.

7. Are there grants or other funds to expand your journal?

No

8. How do you promote the benefits and value of your journal within your institution?

There is no promotion within the institution.

9. How do you promote the benefits and value of your journal outside your institution?

It is promoted outside the institution at conferences, such as the International Conference for Modal Analysis.

10. How have you staffed your journal?

The staff members are a managing editor, a technical editor, and six associate editors.

11. Describe your staff positions, indicating if they are full-time, part-time or volunteers and the approximate number of hours per week each person works.

Two of the associate editors are from research laboratories and four of them are university professors.

12. What information about your journal do you share and with whom?

We give out flyers and sample copies of the journal at conferences. We also promote one-on-one.

13. How do you share information regarding your journal?

Flyers and sample copies are given away.

14. Do you train users? If so, how do you train them?

No

15. What types of evaluation(s) have you conducted regarding the journal?

We have had no formal evaluation. By word of mouth, subscribers have said good things about the journal. Many people tell me they like getting the journal.

16. In your view, how has your journal contributed to professional development in the field?

It has contributed to modal analysis.

17. From your institution's perspective, has this journal been cost effective? If so, how is this evaluated?

The university was losing money on the expense with the print version. Although all subscribers use computers, only half of them are on the network.

18. How many editors have you had over the life of the journal and how long has each editor remained in the position?

The first four volumes were published by the society with one managing editor, who was an English major. There has been a new technical editor every three years, working as a volunteer. I was the second managing editor. I am a mechanical engineer, so I related more as a colleague. The third and present managing editor is not an engineer.

19. How do you make certain that manuscript submission is maintained at an adequate flow?

Submissions are maintained through personal contacts. It is a relatively small field.

20. Are you usually able to obtain and to return manuscripts for revisions electronically?

No

21. How do you deal with copyright issues?

It is in print form.

22. Do you have a relationship with any professional organization or paper-based journal? If so, please explain.

The journal has been affiliated with the Society for Experimental Mechanics. As of January, 1994, the journal has been given back to this association.

23. How are you taking advantage of the electronic features of the online environment to separate your journal from print-based ones?

We only did abstracts online, but we encountered difficulties with equations, graphs, etc.

24. What forms of electronic distribution of your document have you dealt with? Are there format limitations placed upon it by the electronic environment you deal with?

Limitations are due to type of complex materials in articles.

25. How would you improve your journal?

We need to go beyond ASCII. Those who are interested in the subject are not all in positions to receive it electronically. The print version takes six to nine months to publish after articles are accepted. The electronic version would be more timely.

Editor #6

February 1, 1994

1. Who is your primary interest group for the journal and how many subscribers do you have?

We have 750 subscribers, with 200 to 300 subscribers receiving paper. (We began with both.) We have two other journals.

2. How long has your journal been operating?

The journal has been operating since October of 1990.

3. What problems (e.g., technical, academic, intellectual, ethical, users, submissions, uploading) do you encounter as editor of your electronic journal and how do you address these problems?

There are no major problems. We would like to transmit Greek language text, but it can't be done in ASCII. We are looking into mosaic.

4. Is there an advisory committee or process structured for your journal? If so, please explain.

Since 1990, it has been a collaborative effort. I am at the University of Pennsylvania and the other editor is at Byrn Mawr College.

5. How is the editorial review board formed and structured? Is their use of electronic mail a requirement?

There are about a dozen people who are book review placers.

6. How is your journal funded?

Material costs are limited. Out of pocket expenses are about $3000.00. The paper subscription is $15.00.

7. Are there grants or other funds to expand your journal?

No. A modest grant may be done.

8. How do you promote the benefits and value of your journal within your institution?

We promote by word of mouth.

9. How do you promote the benefits and value of your journal outside your institution?

We promote by word of mouth, directories, and Internet lists. We create a kind of outlet for formal academic discourse that doesn't put a drain on libraries, etc.

10. How have you staffed your journal?

There are two editors and a student assistant.

11. Describe your staff positions, indicating if they are full-time, part-time or volunteers and the approximate number of hours per week each person works.

I have e-mail on the computer screen constantly. The student assistant receives $8.00 an hour for 350 - 400 hours a year.

12. What information about your journal do you share and with whom?

13. How do you share information regarding your journal?

14. Do you train users? If so, how do you train them?
We get reviews by e-mail. The back issues are done by gopher and you can mail to yourself.

15. What types of evaluation(s) have you conducted regarding the journal?
There has been no formal evaluation. We receive informal feedback.

16. In your view, how has your journal contributed to professional development in the field?
It has created a community of people. There is a sense of having a stake in classical literature. Every perspective is represented.

17. From your institution's perspective, has this journal been cost effective? If so, how is this evaluated?
It is better off campus than on campus.

18. How many editors have you had over the life of the journal and how long has each editor remained in the position?
There are two original editors.

19. How do you make certain that manuscript submission is maintained at an adequate flow?

There is no problem.

20. Are you usually able to obtain and to return manuscripts for revisions electronically?

Most submissions and revisions are done in e-mail. People who do e-mail tend to have more energy for doing something new.

21. How do you deal with copyright issues?

We have a form.

22. Do you have a relationship with any professional organization or paper-based journal? If so, please explain.

No

23. How are you taking advantage of the electronic features of the online environment to separate your journal from print-based ones?

The only ones who do this are in Australia.

24. What forms of electronic distribution of your document have you dealt with? Are there format limitations placed upon it by the electronic environment you deal with?

Pictures would be difficult.

25. How would you improve your journal?

Adding more subsets would improve the journal.

Editor #7

January 11, 1994

1. Who is your primary interest group for the journal and how many subscribers do you have?

The primary subscribers are technology teacher educators and other faculty members in higher education. There are 500 hard copy subscribers and nearly 1100 listserv subscribers. From January to October of 1993, there were 4,123 people using ftp access, while 1465 people were using WAIS access.

2. How long has your journal been operating?

The hard copy version preceded the electronic. We are doing both now. The journal has been operating for four years. It went electronic in 1992.

3. What problems (e.g., technical, academic, intellectual, ethical, users, submissions, uploading) do you encounter as editor of your electronic journal and how do you address these problems?

It has gone smoothly. There are problems with subscribers trying to subscribe to listserv and sometimes send to me instead. I have a help message. We minimized technical problems. A hard copy is published. Not all reviewers are on the Internet.

4. Is there an advisory committee or process structured for your journal? If so, please explain.

5. How is the editorial review board formed and structured? Is their use of electronic mail a requirement?

The board is both advisory and editorial. We have 15 members around the world. It goes to three reviewers for blind review and I make the final decision.

6. How is your journal funded?

There is modest funding from the International Technology Education Association (ITTA) and the Council on Technology Teacher Education (CTTE), along with subscriptions.

7. Are there grants or other funds to expand your journal?

No

8. How do you promote the benefits and value of your journal within your institution?

No real promotional efforts are made. The Scholastic Community Project that we are part of publishes in the faculty newsletter every so often.

9. How do you promote the benefits and value of your journal outside your institution?

We have been mentioned in The Chronicle of Higher Education and in Higher Education Product News. We are listed in the directory by Strangelove and Kovacs, in

an Internet directory by AT&T, and in a commercial directory for the Internet.

10. How have you staffed your journal?

There is an editor, associate editor, and secretary.

11. Describe your staff positions, indicating if they are full-time, part-time or volunteers and the approximate number of hours per week each person works.

The staff positions are part-time. The editor works an average of five to 10 hours a week. The associate editor works an average of three to five hours a week. The secretary works an average of three to five hours a week.

12. What information about your journal do you share and with whom?

13. How do you share information regarding your journal?

Information is shared through presentations at conferences. On the CTTE application membership form, you can check a box for $8.00 and receive the journal. ITTA has not listed it yet, but it will soon.

14. Do you train users? If so, how do you train them?

Each copy of the hard copy explains how to access through listserv and ftp.

15. What types of evaluation(s) have you conducted regarding the journal?

No, but we are considering it.

16. In your view, how has your journal contributed to professional development in the field?

It has given people a reason to use telecommunications.

17. From your institution's perspective, has this journal been cost effective? If so, how is this evaluated?

Yes, absolutely, based on time involved and the thousands of people accessing.

18. How many editors have you had over the life of the journal and how long has each editor remained in the position?

19. How do you make certain that manuscript submission is maintained at an adequate flow?

We have had two issues and no call for papers.

20. Are you usually able to obtain and to return manuscripts for revisions electronically?

Most of the work is done in hard copy, but we are moving toward electronic.

21. How do you deal with copyright issues?

On the first page or so, there is a copyright notice.

22. Do you have a relationship with any professional organization or paper-based journal? If so, please explain.

23. How are you taking advantage of the electronic features of the online environment to separate your journal from print-based ones?

We are doing electronic distribution and hard copy. We haven't submitted manuscripts electronically yet.

24. What forms of electronic distribution of your document have you dealt with? Are there format limitation placed upon it by the electronic environment you deal with?

We have ASCII version on listserv and postscript on ftp. We couldn't do postscript on listserv. ASCII is limited. We are interested in mosaic as a means for distributing the journal.

25. How would you improve your journal?

I would like to improve distribution version of the journal. Postscript looks better than ASCII. Mosaic would allow hypertext.

Editor #8

February 10, 1994 (online)

1. Who is your primary interest group for the journal and how many subscribers do you have?

We have targeted the academic community interested in questions falling around the broad rubric of consciousness. Currently we have 2000 subscribers in +40 countries.

2. How long has your journal been operating?
I first proposed the idea in Dec. 1992. It took just over a year to set-up and produce the first issue in Dec. 1993.

3. What problems (e.g., technical, academic, intellectual, ethical, users, submissions, uploading) do you encounter as editor of your electronic journal and how do you address these problems?
Not having been the editor of a paper journal, esp. not Executive Editor, it is difficult to know how many of the problems we have faced are simply related to any new journal and how many are related to the medium in which we publish. Our basic problem has been in getting visibility and acceptance - I am not sure how much this was simply due to the fact we are a new journal without a major sponsor, and how much was related to the fact we were electronic.

4. Is there an advisory committee or process structured for your journal? If so, please explain.
We have a three tiered system; the Executive Editor; the Associate Editors; and the Editorial Board. The Executive Editor has final responsibility for all decisions, answers most queries directed at the journal and manages the overall development of the journal. There are a number of Associate Editorships (currently

8 - ideally no more than 10), the primary goal of the AEs is to act as an active advisory body whose job is to ensure that the journal develops in their own area of specialty. AEs take on the active role of managing the peer-review of articles as well as taking part in a private LISTSERV discussion list (psyche-e).

5. How is the editorial review board formed and structured? Is their use of electronic mail a requirement?

The editorial board was in part selected through advertisements on the Net, as well as making a list of desirable editors and contacting these directly. All editors have e-mail.

6. How is your journal funded?

We are not directly funded. Any costs are paid directly out of our own pockets - though to date these costs have been minimal (<$A200).

7. Are there grants or other funds to expand your journal?

No. But this is not seen as a disadvantage. I am not really sure what we would spend money on if we had it.

8. How do you promote the benefits and value of your journal within your institution?

I don't.

9. How do you promote the benefits and value of your journal within your institution?
Basically through the Net and by contacting interested colleagues. We are planning to have a table at a big conference in April and if this is effective we will have tables at other conferences.
10. How have you staffed your journal?
As mentioned above there are the Executive, Associate Editors and the Editorial Board.
11. Describe your staff positions, indicating if they are full-time, part-time or volunteers and the approximate number of hour per week each person works.
All positions are staffed by volunteers. The Executive Editor takes about +30 hours per week. The AEs have taken on a number of roles. As mentioned previously they -- all but two -- are involved with the individual management of the review of papers specific to their discipline. They also assess all articles that are submitted to the journal to see if they fit the journal's broad focus. Some editors have taken on additional tasks: one editor has taken responsibility for the creation of Rich-Text versions of the journal; another editor is the book review editor. From time-to-time editors may take on the role of managing special issues of the journal. I don't actually know

the amount of time editors spend on these tasks. It would vary considerably from week to week, but at a guess I would say most editors spend approximately 5-10 hours per week on journal related matters (with a few editors spending upwards of 20 hours/week).

12. What information about your journal do you share and with whom?

Well the development of the journal is actively discussed by via psyche-e by the associate editors and myself, but any member of the editorial board is welcome to sit in on the discussion if they so wish.

13. How do you share information regarding your journal?

Post it out to various discussion groups (including our own psyche-d).

14. Do you train users? If so, how do you train them?

No.

15. What types of evaluation(s) have you conducted regarding the journal?

None.

16. In your view, how has your journal contributed to professional development in the field?

Far too early to say. In 5 - 10 years I would start considering this question.

17. From your institution's perspective, has this journal been cost effective? If so, how is this evaluated?

Well it hasn't really cost my institution any money. I work on it out of hours and the only cost is an e-mail account which would have been paid for in any event.

18. How many editors have you had over the life of the journal and how long has each editor remained in the position?

Five AEs left since Dec. 1992 (since they were unable to devote the necessary time to the AE position). Some editors joined very early Dec. 1992, others have slowly been added over the last year.

19. How do you make certain that manuscript submission is maintained at an adequate flow?

AEs contact individuals personally. We have tried obtaining articles through the Net, but for a new journal authors are naturally cautious. After issue #2 all issues will contain a thematic component: #3 Synesthesia; #4 Animal Consciousness; #5 Implicit Learning. This allows us to target and contact potential contributors well in advance, while at the same time slot in non-thematic articles into the first available issue.

20. Are you usually able to obtain and to return manuscripts for revisions electronically?

Yes. Most if not all correspondence is done via e-mail.

21. How do you deal with copyright issues?

Authors retain copyright of their work.

22. Do you have a relationship with any professional organization or paper-based journal? If so, please explain.

No relationship with a professional organization, but the editor of Brain and Behavior Sciences and the ejournal PSYCOLOQUY and the editor of Consciousness and Cognition are both active members of our editorial board.

23. How are you taking advantage of the electronic features of the online environment to separate your journal from print-based ones?

I would say the main advantages are: very low overheads; ability to easily reach our niche market; great deal more interaction between readers, writers and editors; faster turn around time for manuscripts; journal is distributed for free to all subscribers; much greater interaction b/w executive editor, associate editors and others.

24. What forms of electronic distribution of your document have you dealt with? Are there format limitations placed upon it by the electronic environment you deal with?

Currently our journal is distributed in plain text ascii as well as a number of rich-text alternatives (postscript, dvi, latex). We are looking into the possibilities associated with hypertext, but nothing is certain yet.

25. How would you improve your journal?

Gradually build up subscriber base and visibility, which will in turn hopefully build up the quality of articles. Also look into the new tools coming online such as WWW and WAIS.

Appendix I

NSU Staff Interview Responses

NSU Staff #1

January 28, 1994

1. What types of problems have you encountered with the network and electronic journal?

Most of the problems have been technical issues, since each system is different. Other problems include getting enough submissions and smoothing out the procedures for all aspects.

2. Would you like to change the advisory committee process and, if so, how?

It is still too new. We may want to refine it. What is the role of this group? It really is a Nova group and not really a content area advisory board. We may want an adult education group. The Nova group is good with operations and implementation. We can use editorial board for advising.

3. Would you like to change the editorial review process and, if so, how?

I have no major changes at this point. The board functions. We may want to ask for advice. If they are not willing to give advice, we may need another small group. So far, the review process is working. We are not doing it all electronically. We need to make a way

to make comments online, but this is not practical now. It could be done both ways.

4. Do you have any concerns or ideas regarding funding plans for the network and the electronic journal?
We could look at some special niche and get some big names interested. We could use grant funding for honorariums to have guest moderators lead discussions periodically. As Sue has said, we want to connect the practitioner, scholar, and researcher in communications.

5. What steps have been taken to promote the benefits and value of the network and the journal within and outside the university?
We have provided presentations at the Summer Institute. We have not done enough with faculty and cluster coordinators. We have been distributing the flyer at conferences outside the university.

6. What training processes have been implemented for users?
There has been no training, except at the Summer Institute. If we had a computer at each cluster site, we could show a typical conversation online.

7. What recommendations do you have regarding the staffing organization of the network and the electronic journal?

I am concerned about the time for the journal. I don't know the amount of time yet, but more help may be needed. We could be hiring an assistant. At Syracuse University, a graduate assistant could be an editorial assistant, helping as a colleague.

8. What information has been shared regarding the network and journal?

There has been a fact sheet, call for papers, submission and guidelines, and subscription information.

9. How has the information about the network and electronic journal been shared?

Information has been shared through the network, at conferences (NSU booth at AAACE), in letter and e-mail, presentations at summer institutes, and sharing tables.

10. What recommendations do you have regarding the evaluation of the network and the electronic journal?

The editorial review board members are asked to give ongoing feedback. We could have a review by authors on how they have been treated. We could use the advisory board. We could have a moderated review of AEDNET or a brief survey online.

11. What suggestions do you have for improvements to the network and the electronic journal?

Don't know that we need a lot of improvement, except for improving the technical speed and making changes such as knowing the message went out over the network.

12. How do the network and electronic journal benefit the university and the Programs for Higher Education?

They give visibility, academic respect, scholarly respect, willingness to be on the forefront of technology, and connection with other associations in this field. The willingness to take this over is good for Nova's image.

13. In your view, how important are the network and the electronic journal in furthering the field of adult education?

It is doing well. Sue has been moderating well. It is valuable and could be more so if we go with guest moderators, prominent in the field. There is increased subscription. It is a place where people can seek information from colleagues. It is better than a conference as you can talk to them on e-mail. The personal contact with scholars is good for graduate students.

14. From the university's perspective, how are the network and the electronic journal cost effective?

We don't know at this point. Do we have new students

because of the network? It is indirect, rather than direct.

15. What are the strengths, weaknesses, opportunities, and threats related to the network and journal?
The strengths include a strong continuing network in adult education, and being the primary adult education moderated listserv with a refereed journal. The weaknesses are getting all technical bugs worked out with us, our board, and all the users. The opportunities include being on the cutting edge of the network, developing community, experimenting with the interactive article, and exploring grant funded opportunities. The threats: what if others develop adult education networks. We should be scanning to see where we should be going.

NSU Staff #2

February 24, 1994

1. What types of problems have you encountered with the network and electronic journal?
You could discuss this with Abbey and Al regarding their electronic journal problems.

2. Would you like to change the advisory committee process and, if so, how?
The boards of AEDNET/<u>New Horizons in Adult Education</u> and the <u>Online Chronicle of Distance Education and</u>

Communication could meet together and seek funding.

3. Would you like to change the editorial review board process and, if so, how?

Other online people could be involved.

4. Do you have any concerns or ideas regarding funding plans for the network and the electronic journal?

Journals take more money. How do you bring in longevity where the journal is stronger than the board or catalyst? You should speak with our vice president for development regarding funding.

5. What steps have been taken to promote the benefits and value of the network and the journal within and outside the university?

There could be a mini-marketing plan. You may consider planning brown bag luncheons for quick updates regarding the network and journal. Nova College, FCAE, SBE, etc., could be included.

6. What training processes have been implemented for users?

There should be an easy, online welcome message that is clear, direct, and catches attention.

7. What recommendations do you have regarding the staffing organization of the network and the electronic journal?

Graduate assistants could be added.

8. What information has been shared regarding the network and journal?

You may want to speak with our marketing coordinator about the flyer.

9. How has the information about the network and electronic journal been shared?

A news release on both journals could be done in The Chronicle of Higher Education, and in NSU publications.

10. What recommendations do you have regarding the evaluation of the network and the electronic journal?

There could be an evaluation at the end or after the journal to obtain reactions.

11. What suggestions do you have for improvements to the network and the electronic journal?

A strategic plan for the journal could be developed. Is our goal to have 10,000 readers?

12. How do the network and electronic journal benefit the university and the Programs for Higher Education?

They have good goals. You may have PHE students get it as part of their studies. Professors could make assignments, such as writing an article using the criteria for the journal. There could be one PHE student or faculty member publishing in each issue. There should be articles on AEDNET and how to get into the system.

13. In your view, how important are the network and the electronic journal in furthering the field of adult education?

Potentially, they are very important.

14. From the university's perspective, how are the network and the electronic journal cost effective?

If it's zero, it's cost effective. If it's a marketing tool, it's cost effective.

15. What are the strengths, weaknesses, opportunities, and threats related to the network and journal?

The opportunities include name recognition, marketing, and having students involved in reading and as potential authors. There are no threats as it is a win-win situation, except for abusing people who are already working hard.

NSU Staff #3

January 14, 1994

1. What types of problems have you encountered with the network and electronic journal?

There are subscription problems. Clearer documentation is needed. We could use documentation that stands out more, such as putting commands in bold. Names get into the subscriber file that are not valid. This may be due to the move.

2. Would you like to change the advisory committee process and, if so, how?

I like having a committee that cares about the process. It helps it succeed. The committee helps establish priorities and resources. It is well organized. The support from the center for staff, etc., is good.

3. Would you like to change the editorial review committee process and, if so, how?

We should make sure that the reviewers have the tools and skills to do their jobs.

4. Do you have any concerns or ideas regarding funding plans for the network and the electronic journal?

We should upgrade the computing systems and networks to support the ongoing operations. There should be continual funding for the moderator.

5. What steps have been taken to promote the benefits and value of the network and the journal within and outside the university?

We have electronic documentation, flyers distributed at conferences, and summer institute presentations.

6. What training processes have been implemented for users?

There is no ongoing process for training. We did conduct summer institute presentations. We may be weak

in training. We could incorporate a class with Sue or Benny teaching it.

7. What recommendations do you have regarding the staffing organization of the network and the electronic journal?

Number one is support for the moderator. The advisory committee needs to support the computing resources. There should be training of a secondary moderator for back up. I need to train other people on how the technology works, for back up purposes.

8. What information has been shared regarding the network and journal?

9. How has the information about the network and electronic journal been shared?

10. What recommendations do you have regarding the evaluation of the network and the electronic journal?

We need to make it easier to use for the users and simpler to manage for the administration. We could evaluate making access an interactive process with tools like lynx. We could evaluate the scope of the discussion list and its topics.

11. What suggestions do you have for improvements to the network and the electronic journal?

Improvements would include upgrading formats.

12. How do the network and electronic journal benefit the university and the Programs for Higher Education?
They provide notoriety for the university to be hosting them. They have the potential to bring in students. They directly benefit PHE adult education majors.
13. In your view, how important are the network and the electronic journal in furthering the field of adult education?
They provide widespread, instant communications.
14. From the university's perspective, how are the network and the electronic journal cost effective?
The university's investment is minimal. Nova has become a resource for adult education information with very little funds used.
15. What are the strengths, weaknesses, opportunities, and threats related to the network and journal?
The strengths are widespread, instant communications in the topic area. The weakness is that the software is less intuitive than it should be. The opportunities are the continued presence of Nova as an adult education resource. These are the first Internet resources that Nova has provided - we take but we give back. The threats include possible competition. We need to keep up to date and support it. We need to provide software advances and moderator support. Other

threats could be the quality of the editorial process and production of the journal.

NSU Staff #4

January 18, 1994

1. What types of problems have you encountered with the network and electronic journal?

I have not had any problems receiving messages. I tried to postpone over the holidays, but I was unable to postpone.

2. Would you like to change the advisory committee process and, if so, how?

We don't need to change it. We have not had enough time to work with it. We could have more meetings, perhaps online. The size of the committee is okay.

3. Would you like to change the editorial review process and, if so, how?

The process has been working for me. Nancy is in charge of distributing the manuscripts to the reviewers. The process seems okay.

4. Do you have any concerns or ideas regarding funding plans for the network and the electronic journal?

The electronic journal has more costs involved because of mailing, editing, etc. How do we reimburse? Also, how is the moderator being reimbursed?

5. What steps have been taken to promote the benefits and value of the network and the journal within and outside the university?

There were presentations by Greg, Nancy, and Beth at the PHE Summer Institute. The adult education faculty are active in promoting to the students. At national meetings, adult education professionals are appreciative of the network and continuation from Syracuse. Some well known people involved in adult education are on the network. We could advertise in professional magazines or newsletters. We should advertise in alumni publications at Nova.

6. What training processes have been implemented for users?

There has been no training, except for the PHE Summer Institute presentations. It is pretty much a self-learning activity. After they subscribe, they read the information regarding the network.

7. What recommendations do you have regarding the staffing organization of the network and the electronic journal?

We need to check with Sue on her work load as moderator. Nancy is doing a good job with the journal. We need to find out how it has worked for her and whether she will need more help and what kind.

8. What information has been shared regarding the network and journal?

We have shared information on the network and journal and who sponsors it.

9. How has the information about the network and electronic journal been shared?

Flyers have been distributed.

10. What recommendations do you have regarding the evaluation of the network and the electronic journal?

A plan for evaluation should be presented to the advisory board. There should be initial objectives and identification of what we can do to measure whether those objectives are being met. We may survey the participants.

11. What suggestions do you have for improvements to the network and the electronic journal?

Conversations on the network should be contributing to the field. Guest moderators could be helpful. There could be a topic for a specific period within a term. We need to identify good contributors for the electronic journal. The call for papers that Nancy placed online will make a good impact.

12. How do the network and electronic journal benefit the university and the Programs for Higher Education?

They are making a difference in name recognition.

13. In your view, how important are the network and the electronic journal in furthering the field of adult education?

This relates to the quality of the comments and messages that we get on the network and also to the quality of the contributions of the papers that we get to publish. It is important that we publicize.

14. From the university's perspective, how are the network and the electronic journal cost effective?

I believe it is very cost effective. We are able to contact many people through the network. They will make a difference. This will not be money stressing for the university.

15. What are the strengths, weaknesses, opportunities, and threats related to the network and journal?

The strengths and opportunities are to provide a chance for people to network, to keep informed of what's going on, and to provide resources for students and researchers. The weaknesses are that sometimes people's personalities get in the way. People with strong opinions can over power other people's opinions. The threats are that people will not participate unless they have reassurance that their opinions will be valued and not put down.

NSU Staff #5

January 14, 1994

1. What types of problems have you encountered with the network and electronic journal?

There's more information than I need; throw some, refer some, keep some.

2. Would you like to change the advisory committee process and, if so, how?

I have no changes at this time.

3. Would you like to change the editorial review process and, if so, how?

I have no changes at this time.

4. Do you have any concerns or ideas regarding funding plans for the network and the electronic journal?

We need funding and support.

5. What steps have been taken to promote the benefits and value of the network and the journal within and outside the university?

They have been promoted within the university and outside the university. We have promoted them at adult education conferences, such as ACHE, UCEA, and AAACE. They will be in the PHE catalog this spring. They should be promoted in the alumni newsletter.

6. What training processes have been implemented for users?

There was a session at the last summer institute and I anticipate another one. There is an FCAE booklet on an introduction to UNIX. People are encouraged to use e-mail. The moderator limits them by telling them what not to send.

7. What recommendations do you have regarding the staffing organization of the network and the electronic journal?

We need back up for Sue. We need to make sure that compensations for present staff are adequate. There should be guest moderators.

8. What information has been shared regarding the network and journal?

We have shared flyers and notices on the network. We have invited old subscribers to stay.

9. How has the information about the network and electronic journal been shared?

The flyer has been widely distributed. There was a summer institute session and a news release in the ACHE newsletter.

10. What recommendations do you have regarding the evaluation of the network and the electronic journal?

We should include number of subscribers before and number of subscribers at the point of evaluation. We could contact a sample to ask about the usefulness to

them. We may contact several people at Syracuse to find out if they felt the transition went well and if the network is still vital. When should the evaluation take place? We could evaluate in the spring of 1995 to decide if we should keep, dump journal, expand, or give it up. The advisory committee should be asked. We are only as the end of the shake down period.

11. What suggestions do you have for improvements to the network and the electronic journal?

We need more articles and more directed conversations. We need to continue to build more subscribers and to tell more people about the availability.

12. How do the network and electronic journal benefit the university and the Programs for Higher Education?

They are another avenue for communication for faculty and students in adult education. People around the world realize that Nova supports adult education and technology. I think it was good for us to do it. It is important to many people for their professional life.

13. In your view, how important are the network and the electronic journal in furthering the field of adult education?

It depends on how adult education faculty and students begin to use it as a forum. It is an opportunity to

share and network with each other and people who they would otherwise not have met. They become resources to each other. They become a global community of people interested in adult education.

14. From the university's perspective, how are the network and the electronic journal cost effective?
We don't know yet. We are at the end of the shake down period. The benefits are hypothetical and the cost elusive.

15. What are the strengths, weaknesses, opportunities, and threats related to the network and journal?
The strengths include global dialogue, faculty and students together, and topics. The threats are that it may not be as important to everyone in another year and a half. The opportunities include the global community of adult educators. There is a CAEL conference in Washington in November of 1994, where we could get more international subscribers.

NSU Staff #6

January 28, 1994

1. What types of problems have you encountered with the network and electronic journal?
I have encountered no problems.

2. Would you like to change the advisory committee process and, if so, how?

I have no changes.

3. Would you like to change the editorial review process and, if so, how?

I have no changes at this time.

4. Do you have any concerns or ideas regarding funding plans for the network and the electronic journal?

Is there any way we can get some funds?

5. What steps have been taken to promote the benefits and value of the network and the journal within and outside the university?

We have promoted online, through flyers, some direct mail, at the summer institute, and at conferences.

6. What training processes have been implemented for users?

Instructions are printed and online.

7. What recommendations do you have regarding the staffing organization of the network and the electronic journal?

We should see what the work loads and funding are.

8. What information has been shared regarding the network and journal?

Flyers have been distributed. Flyers went to all PHE adult education students. They were mentioned in our newsletter.

9. How has the information about the network and electronic journal been shared?

Information has been shared at conferences.

10. What recommendations do you have regarding the evaluation of the network and the electronic journal?

What we are doing, why, and how we are doing it. Is it worth it? Thirty-three percent (215) of our PHE students as of January, 1994, are adult education majors.

11. What suggestions do you have for improvements to the network and the electronic journal?

I have no suggestions now.

12. How do the network and electronic journal benefit the university and the Programs for Higher Education?

The university is doing more things and calling attention.

13. In your view, how important are the network and the electronic journal in furthering the field of adult education?

They are very important. They provide the latest technology. They are on the cutting edge.

14. From the university's perspective, how are the network and the electronic journal cost effective?

Part of our mission is to disseminate information and to serve the adult education community. We are not

taking money from other areas. We are saving on postage and print costs.

15. What are the strengths, weaknesses, opportunities, and threats related to the network and journal?

The strengths are that it is quick with a lot of people talking in a short period of time, communicating within the same field, in a fairly inexpensive way. The weaknessess are that it could become expensive if the technology breaks down, or systems are overloaded, or if true costs are passed on to the users. Proper control needs to be maintained by the moderator, with garbage (inappropriate language) thrown out. There are more advantages than weaknesses. The opportunities include that anyone who wants to tie in can get the information. There are no threats, other than too many listservs.

NSU Staff #7

March 9, 1994

1. What types of problems have you encountered with the network and electronic journal?

There should be a reminder for postpone or "here are the things you missed."

2. Would you like to change the advisory committee process and, if so, how?

There could be representatives from other institutions to give a broader representation. The electronic classroom could be used as a communication vehicle for sharing. It is cost free.

3. Would you like to change the editorial review process and, if so, how?

Customer surveys could be conducted as to interests, types of articles that might be solicited.

4. Do you have any concerns or ideas regarding funding plans for the network and the electronic journal?

Be sure that staff positions can be funded on a full time basis. We could look at adult education associations or the federal government (now with Gore, administration for technology and adult education).

5. What steps have been taken to promote the benefits and value of the network and the journal within and outside the university?

They are mentioned when we send out proposals to funding agencies. They assist in marketing and should be in catalogs.

6. What training processes have been implemented for users?

Little training is needed to use a listserv. This is one of its big strengths. What are the things the user needs to know to take full advantage of the listserv?

They need to know the commands available and the rules of commenting - etiquette.

7. What recommendations do you have regarding the staffing organization of the network and the electronic journal?

It's a good structure. It seems to work.

8. What information has been shared regarding the network and journal?

Information should be in university publications. What is our procedure for getting new members? What are our goals? How many adult educators are there? If made bigger, how big?

9. How has the information about the network and electronic journal been shared?

Ads could be taken in the journal for a fee. Maybe the adult education journal wants to advertise to get more members.

10. What recommendations do you have regarding the evaluation of the network and the electronic journal?

There should be a needs assessment on the kinds of interests. Are you interested in using the listserv as a training vehicle for yourself? Look at the quality of articles - what did you like?

11. What suggestions do you have for improvements to the network and the electronic journal?

We could have other resources by going a step further, such as a home page on the World Wide Web. We could put the journal in there, with actual graphics, along with pictures of the staff, advisory board, and the university. Greg could set up a home page on the Web. We could use a mosaic interface to the World Wide Web and have hypertext. Graphics could be scanned into the journal. We could go beyond the listserv. The sky is the limit on the Internet.

12. How do the network and electronic journal benefit the university and the Programs for Higher Education?

Ross or Peter should answer this question. Their students get a confidence builder, knowing that their own university is a leader. It provides an opportunity for the staff to publish.

13. In your view, how important are the network and the electronic journal in furthering the field of adult education?

For the future, it is absolutely important. We can take it further in the types of services and create what this new thing can be.

14. From the university's perspective, how are the network and the electronic journal cost effective?

A lot of it is automatic. Even the maintenance is

painless. The big problems were getting it up and keeping the machine running that it is housed on.

15. What are the strengths, weaknesses, opportunities, and threats related to the network and journal?

The weaknesses are that staff members are not full time. The opportunities are serving the needs of adult educators and making some money on it, too. Also, there is full multi-media capability over the World Wide Web. The strengths are the culture of online use and the 4000 users at Nova. The threats are that funding could be curtailed for staff; someone could build a better listserv in adult education; not using the resource wisely; squandering a great opportunity. Don't become complacent. Information highway may be a threat as other institutions may leap frog us and entice people into graphics, etc.

NSU Staff #8

January 10, 1994

1. What types of problems have you encountered with the network and the electronic journal?

The primary issue is of censorship. Should foul language be sent or censored? I am not sure if the moderator should take on this censorship role. Another problem is the slow down of hardware computer

resources. The slow down is due to lack of enough computer power.

2. Would you like to change the advisory committee process and, if so, how?

The advisory committee could be streamlined, so that when decisions need to be made,, they can be done more quickly. The committee could include the editor, program director, program associate director, technical advisor, moderator, computer science center representative, vice president for computer and information technology, faculty person, and project director. There should be more scheduled regular meetings.

3. Would you like to change the editorial review process and, if so, how?

Not applicable.

4. Do you have any concerns or ideas regarding funding plans for the network and the electronic journal?

I haven't looked into it. We should get big name people involved. The advisory committee could be helpful.

5. What steps have been taken to promote the benefits and value of the network and the journal within and outside the institution?

Literature has been disseminated at conferences. Other societies have written to us regarding their conferences.

6. What training processes have been implemented for users?

The moderator helps on a one-to-one basis. The welcome message suffices. We could have mini-workshops at adult education conferences. These workshops could include describing the differences between listserv and aednet, postpone, noac to acknowledge, and issues of the New Horizons in Adult Education.

7. What recommendations do you have regarding the staffing organization of the network and the electronic journal?

The moderator should be a graduate student, as this student could learn a lot. The technical advisor is very important.

8. What information has been shared regarding the network and journal?

We have received favorable comments online. Too many messages going out look like personal messages.

9. How has the information about the network and electronic journal been shared?

Flyers has been given out at conferences. We should

archive all of the messages. Sharing information about conferences is beneficial.

10. What recommendations do you have regarding the evaluation of the network and the electronic journal? The advisory committee needs to look at this. We need specifics as to what we have to do and responsibilities. We need a two to three year plan.

11. What suggestions do you have for improvements to the network and the electronic journal? Improvements include: getting more top names to participate; institute moderated topics; more frequent publication of the journal; possible monthly newsletter; funding for hardware; direct letters to major adult education authors; could have subscribers get a friend interested; have flyer available online so that it could be printed and copies made to take to conferences; need to be listed in gopher.

12. How do the network and electronic journal benefit the university and the Programs for Higher Education? They have given us exposure. We are becoming more aware of the issues in adult education.

13. In your view, how important are the network and the electronic journal in furthering the field of adult education?

It is a valuable service to the adult education community. Adult educators are moving into the area of technology. It is important and useful for keeping current on issues.

14. From the university's perspective, how are the network and the electronic journal cost effective?
It gives the university free publicity. It gives the university more prestige because it is recognized around the world.

15. What are the strengths, weaknesses, opportunities, and threats related to the network and journal?
The strengths are the timely sharing of information, equal access for many different people, everyone can contribute, and it has an international flavor. The weaknesses are that it needs more order to the network regarding topics, more high powered names, and more variety of adult educators. Opportunities include that it could be an international leader in adult education, and there may be grant money opportunities. The threats are that it may grow too fast and we may not have the hardware to support it.

BIOGRAPHICAL SKETCH OF STUDENT

Elizabeth (Beth) A. Poliner was born and raised in Middletown, Connecticut, where she was educated in the Middletown public schools. Ms. Poliner attended Lesley College in Cambridge, Massachusetts, and received a Bachelor of Education Degree in Elementary and Early Childhood Education from the University of Miami in Coral Gables, Florida. While working as an educator, Ms. Poliner pursued three graduate degrees. She earned a Master of Education Degree in College Student Personnel Services from the University of Miami. She also received an Educational Specialist Degree in Administration and Supervision from Nova Southeastern University. Ms. Poliner enrolled in the Programs for Higher Education doctoral program in 1990.

Ms. Poliner has worked in educational positions at varied levels, from early childhood to graduate education. She has been a teacher, educational specialist/curriculum writer, and project liaison for the Dade County Public Schools in Miami, Florida. Ms. Poliner has designed and developed curriculum for elementary students, handicapped secondary students, and graduate education students. She maintains current certification with the Florida Department of Education in administration and supervision from the elementary

through secondary levels. Ms. Poliner also served as a teacher and workshop consultant for McGraw-Hill Book Company in Philadelphia, Pennsylvania and as a staff associate for Research for Better Schools in Philadelphia.

Ms. Poliner began her work at Nova Southeastern University (NSU) as an instructor and curriculum developer for the Graduate Education Module Program of the Abraham S. Fischler Center for the Advancement of Education. As the Director of the Information Retrieval Service at NSU from 1982 through 1993, Ms. Poliner supervised the university's department for computer-based bibliographic research and disseminations. Presently, she is the Director of Resource Information for External Programs and Project Director for AEDNET and New Horizons in Adult Education.